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ABSTRACT

A competency-based, field-oriented model of instruction is presented for inservice teachers seeking graduate credit for masters degrees and/or certification through a nontraditional format. The program, entitled Project CLASS (Coordinated Learning Activities for School Staff) involves cooperation by the local school staff and the local college for provision of material personnel support in the development of individualized programs for each of the participating teachers. The document describes program characteristics in five chapters: (1) rationale for field-oriented, competency-based inservice teacher education; (2) initial program development in a local situation; (3) use of peer processes in progress assessment and observation; (4) use of modular instruction (criteria for module selection, acquisition, storage, and assignment); and (5) the instructional sequence. Suggestions for further staff development through continued use of peer panels is made. Appendixes contain competency indicator profiles, checklists, peer observation report forms, a listing of suitable modules and their availability, and a participant evaluation form. (MJB)

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GUIDELINES

for the

INSTRUCTIONAL SEQUENCE

PROJECT

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HANDBOOK OF GUIDELINES

for the

INSTRUCTIONAL SEQUENCE

in a

Competency-Based, Field-Oriented

Inservice Teacher Education Program

Margaret W. Ellis, Ed.D.

A publication of Project CLASS

Berrien County Public Schools

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INTRODUCTION

The purpose of this handbook is to describe and to operationalize a competency-based, field-oriented training program for inservice teachers. The training program utilizes a model (the instructional sequence) which offers an alternative to the conventional pattern for teachers seeking graduate credit leading toward a masters degree and/or certification.

The first chapter attempts to provide a rational basis for the instructional sequence, determine the conditions within which the model will be most effective, and define the roles to be played by both local school system and college personnel. Chapters two, three, and four describe the necessary instruments, processes, and training materials employed in the instructional sequence. Chapter five describes in detail the process by which a teacher enters the instructional sequence, becomes active in the instructional program, and recycles through the process or becomes eligible to receive college credit. A flow chart of the entire process and its step-by-step explanation in outline form facilitates usage. The final chapter briefly describes the potential of this model for an on-going program of staff development which could involve most of the professional personnel in a local school system.

This competency-based, field-oriented model for inservice teachers evolved over a three year period under an ESEA Title III grant funded through the Georgia State Department of Education. The model presented in this handbook is the result of a joint effort of the Berrien County Public Schools and the Valdosta State College School of Education.

The idea for this training program could not have become a reality without the concerned efforts of Bernard Burnette, Larry Manning, and Donald Connell of the Berrien County Public Schools. Dr. Charles Wilson has provided leadership from Valdosta State College, and Ms. Rebecca Deese, Dr. Joseph Gaston, Dr. David Goodsell, Ms. Linda Giesbrecht, Dr. Lucille Pollard, Dr. William Stephens, Dr. Beverly Tucker, and Dr. Edward Wilson helped to field-test the instructional sequence. Dr. Gordon Lawrence, University of Florida; Dr. Charles Johnson, University of Georgia; Ms. Debra Sharpe, Georgia Department of Education; and Dr. James Watson, University of North Carolina at Greensboro have each provided valuable assistance during the development of the model. Special gratitude must be expressed to Dr. John Letson, Dean, School of Education, Valdosta State College; Mr. Lane Smith, Superintendent, Berrien County Schools; and Dr. Gene Bottoms, Director, Division of Program and Staff Development, Georgia Department of Education for their service on the executive committee. And finally, this handbook is dedicated to the teachers in the Berrien County Schools who demonstrated their concern for quality in teaching and learning by becoming a part of Project CLASS.

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I

A RATIONALE FOR COMPETENCY-BASED, FIELD-ORIENTED INSERVICE TEACHER EDUCATION

Public schools are highly critical of teacher training institutions, maintaining that they focus on the theoretical and fail to help their students apply theory in a practical sense. In response, educationists are quick to point out that all too often public schools are reluctant to open their doors and provide students with an opportunity to become involved in the real classroom. Educationists are slower to note, however, that teacher training institutions have never intended to provide public schools with "experienced" teachers. The graduates were expected to have knowledge in their subject areas (or grade level), and a theoretical base for pedagogy and methodology. The public school was expected to continue their training by providing on-the-job assistance--better known as inservice training. Unfortunately, the few hours spent listening to a lecture delivered by some guest speaker chosen by the administration provided very little on-the-job assistance. The sweeping generalities aside, the plan obviously is not working. Neither the public school nor the teacher training institution can afford to continue to blame the other. Nor can they continue to operate in isolation of one another.

A technological age has produced radical changes in American society. Schools (and teachers) are slow to respond to these changes, and it is affecting the school's most important product--the students. As a result, the general public is demanding that schools be held accountable when students cannot read, become dropouts, possess no salable skills, or perform poorly on college entrance exams. The public is concerned about

the quality of the educational experiences being provided for students, and this concern for accountability is focused on the teacher. A competent teacher would seem to be more effective in meeting the demands of a continuously changing society, but what is a competent teacher? What must schools and colleges do with teacher education to ensure that all teachers do have competence? And how will the competencies be chosen?

Where accountability for the training of teachers is concerned, answers do not come easily. It seems reasonable that there needs to be some method of training teachers that allows teacher education institutions to say that graduates are competent on the basis of some stated criterion and that the competencies addressed are appropriate to teaching with the means of achieving them based in sound teaching practices. Finally, colleges need to have access to field settings where teaching competence can be demonstrated with children.

The notion of training teachers on the basis of demonstrated competence is clearly defined by W. Robert Houston and Robert B. Howsom in Competency-based Teacher Education. They contend that the accountability principle can be applied to all aspects of the instructional program when learning objectives are made explicit by and for the learner. Both teacher and learner must know the expected learning objectives, agree upon selected learning activities, and establish the criteria for determining that the objectives were met. The expected goals and objectives are based on a learner's need for particular instruction; instruction is then geared to the learner's entering level of competence. Each learner becomes responsible for meeting the established criteria.

Research has shown that teaching skills can be developed through simulated classroom interaction by employing the various technology, and

this approach is often practical for much of the preservice training period. However, when the learner is a classroom teacher, it makes good sense to utilize the teacher's own classroom and students as a learning environment where needed teaching skills can be developed through interaction with students.

If public school classrooms are to provide a setting for inservice teachers' professional growth and teacher training institutions are the prime source for receiving official credit for such growth, then parity between public schools and colleges working together provides the opportunity to plan and to operationalize inservice programs. The burden of responsibility for the training of teachers rests with both colleges and school systems. Rather than being held accountable to one another, together they are held accountable to both of those whom they serve most directly--the teacher and the community. The model described in this handbook is an attempt to pair colleges and school systems in the planning for and implementation of professional graduate programs for inservice teachers. Field-oriented training, based on improvement of teaching competence, serves as the means of attaining the terminal goal--a competent, effective teacher.

How can teacher training institutions and local school systems produce field-oriented graduate programs which carry the potential for staff development?

A college and school system who wish to enter into a cooperative effort to provide inservice teachers with an alternative means for professional improvement based on demonstrated competence will find the model described in this handbook helpful. Characteristics of competency-based education, such as instructional modules, field experiences, per-

sonalization, mastery learning, and demonstrated competency are employed. The model differs from most competency-based programs in that it is based on competency development that is directly related to local system needs. Through a system wide needs assessment, local program needs are identified by working people, professional people, farmers, teachers, school administrators and students. The school system then takes the list of needs to a teacher training institution where they are developed into a set of program goals which are expressed in terms of teacher competencies. These competencies are generic in nature, meaning they apply to all grade levels and every subject area. Performance indicators are also prepared at this time and are descriptive of teaching behaviors which indicate that a teacher possesses competence in a particular area. The argument over who will specify the teaching competencies is thus resolved, with school and college cooperatively translating the community's concerns about educational needs into statements of competent teaching behavior.

Once the school system and college have translated local educational needs into program goals, a training package (designed around the teacher competencies) is used to achieve the desired teaching competence. Instead of enrolling in campus-based method courses, teachers remain in their own classrooms and receive assistance in improving teaching behavior. Working with a professor, they select the areas where a higher level of competence is desired, set objectives for teaching performance, and receive instructional modules which provide a knowledge base from which competence can be demonstrated. With the help of professor and peers, a teach-revise-reteach process is used. The teacher receives immediate feedback on the teaching behavior related to specific instructional objectives. Determining goals which are an outgrowth of needs, translating goals into competency areas, and specifying objectives which are related to expected learning outcomes

represent the "key conceptual underpinnings" for a competency-based program according to Gene E. Hall and Howard T. Jones, as reported in Competency-based Education: A Process for the Improvement of Education.

In this model, the local school system assists the teacher who is involved in a program of professional growth by providing an atmosphere of support which might include having a substitute ready to free the teacher or a peer for observation, making software, hardware, and space available for group seminars or providing released time for visits to other rooms, schools, or school systems. The college provides assistance by assigning professors to work on a one-to-one basis (but not excluding occasional large and small group work) with a teacher. It is through this relationship that a professor can award course credit for demonstrated teaching competence. Teachers will also become skilled in the use of peer processes, utilizing a management system for assisting each other when the professor is not available. Teachers will provide feedback for each other on low inference assessment, will assist each other in clarifying objectives, and will perform all record keeping tasks. It is skill in these processes which builds into a school system the kind of expertise needed for continuing staff development.

What conditions are necessary for a relevant program?

Hall and Jones have observed that the real strength of a competency-based model lies in how the instructional program is built, with several components essential in a relevant instructional program for the learner. One of the essential components that has been built into this model is personalized instruction. Personalization of a student's program is evidenced by the selection of objectives relevant to that particular student's needs. In addition to the cognitive (knowledge of facts) needs addressed by an individualized program utilizing modules, the

personalized program is concerned with meeting the learner's personal goals. The learner's perceived need is taken into consideration when goals and objectives are being selected. In this model a teacher may be asked, "In which competency area do you feel you need to begin your work?" A teacher may also make suggestions to the professor about which experiences are most appropriate for his/her grade level or subject area. In essence then, personalization provides many alternatives for attaining competence in an area, as well as a choice of competency areas.

A second essential component that is found in the instructional sequence is that of providing teachers with feedback on their teaching. This model employs a peer relationship between teachers which necessitates providing low inference feedback to each other on teaching behavior and/or materials produced. In addition, the peer observation cycle utilizes a team (principal, professor, and a chosen peer) to provide immediate feedback on teaching behavior which is directly related to the teacher's objectives. Strengths as well as weaknesses in teaching skills form the basis for reporting feedback from the team, since the teacher must know what entering competence (strength) exists in order to build a higher level of performance. Thus, the teach-revise-reteach sequence serves to personalize further the teacher's program.

The final component of a relevant instructional program for the learner is that of a management system. Teachers need to know what is expected, where they are relative to that expectation, and how to progress to where they want to be in a logical and orderly fashion. The complexity of managing the programs of many teachers who are each progressing at different rates and working toward competence in several different areas becomes an impossible task were it not for a systematic approach. The instructional sequence model provides teachers, principal, and professor

with direction in planning, management, and assessment of each teacher's program.

What roles will be played by teachers, principals, curriculum directors and college professors?

Any unusual or different approach to instruction and learning will necessitate some role change among its clients. Competency-based teacher education makes use of processes and materials which support its goal directed rationale--that of setting and attaining objectives for teaching competence. Within this framework new roles must emerge.

Teachers will find themselves assuming new responsibilities. They will have a great deal of control over their own instructional programs and professional growth. Therefore, the self-starters will have an advantage, not needing to wait for external stimulation. They should be able to motivate themselves to achieve competence at a higher level. Because teachers will be able to select from among several alternatives (competencies, objectives, experiences, etc.) they must learn to live with the consequences of their selections. Pacing one's self with instructional modules will require a self discipline not often employed in the traditional teacher education programs. Records of skill development and growth will be maintained by the teachers rather than by the professor. Finally, teachers must be able to cooperate with peers in a partnership arrangement, providing each other with assistance and feedback in the planning for, demonstration of and measurement of teaching competence.

Principals will find their role focusing less on evaluation of teachers but more on providing instructional leadership for teachers. Theirs will be a facilitative role where they share responsibilities

for improving teaching skills with teachers who are managing their own instructional programs.

The role of the curriculum director will be determined by whether teachers in peer panels are enrolled for college credit or whether they are engaged in a program of continuing staff development. Where teachers are working with a professor for credit, the curriculum director plays a lesser role. However, when teachers are involved with continuing staff development, the curriculum director undertakes new responsibilities as a supervisor. The role will parallel that of the professor's role, providing guidance and direction to teachers individually or working together as panels.

The professor's role in a competency-based program will shift from a dispenser of knowledge to a facilitator of learning. The program mandates a more interactive instructional role with teachers and often requires working with them on a one-to-one basis. No longer can lengthy lectures consume the major portion of a professor's time. This kind of information can be provided through self-instructional means (modules), freeing the professor for greater accessibility to the teachers for clarification of modular content, for demonstration of teaching skill with students, and for planning and revising self instructional materials and experiences. Professors will need skills in planning and program development to guide teachers through their instructional process.

The shift in roles throughout the instructional sequence model is toward a cooperative partnership with much less "control" over the learner and learning than one has in a more traditional program. This approach is very necessary if time is to be provided for a totally personalized program of instruction.

II

INITIAL PROGRAM DEVELOPMENT

The field-centered, competency-based inservice teacher training program described in this handbook depends upon initial planning that is centered in the local school district. The competency areas in which teachers will work must be derived from local educational needs. All educational objectives, materials, and training activities which support the model must be directly related to the stated educational needs of the local system.

Local Educational Needs

A comprehensive local needs assessment must be completed prior to any instructional planning by either a public school or a college. Following the guidelines set forth in the Administrator's Handbook (for this model), a needs assessment should be conducted. This two month process is outlined in the Needs Assessment Package (obtained from the Division of Program and Staff Development, Georgia Department of Education). This initial assessment will need to be updated periodically, perhaps every two years, in order that needs can be reassessed to reflect changes within the system.

Competency Areas

Once local needs have been identified, it is necessary to translate them into competency statements. These statements should be very broad at this point, and should describe teaching behavior which is appropriate to any teaching level or subject area. These generic statements will

provide the basis for instructional activities in the model.

Cooper, Weber, and Houston differentiate between competence and competency. Competencies are attitudes, understandings, behaviors, and consequences which are believed to be necessary if a teacher is to "effectively facilitate the intellectual, social, emotional, and physical growth of the learner." A competence, on the other hand is defined as "adequacy for the task." A teacher who is competent in several competency areas would possess the necessary knowledge, skill and attitudes to demonstrate effective teaching behavior in such areas as "determining learner needs" and "creating and managing an environment conducive to learning."

It is not unusual for the first list of competency statements to include a longer list of competencies than is feasible to work with in this model. When the initial list is carefully studied, it can usually be shortened considerably by clustering related behaviors under a broad heading. For example, both diagnostic and evaluative behaviors may be listed as separate competencies. However, the two statements can both be included effectively under the generic heading of "Determines learner needs." By combinations such as this, a lengthly list of competencies can be reduced to a more manageable number. This model has been field tested in schools, using the following six broad competency areas:

1. Determines learner needs
2. Creates and manages an environment conducive to learning.
3. Reacts with sensitivity to the emotional and physical needs of the learner
4. Organizes and designs an instructional program for the learner
5. Employs a variety of teaching techniques as appropriate to the instructional situation

6. Demonstrates professionalism

While the local system conducts the needs assessment, it is advisable that they turn to the college to gain their input in translating the needs into competency statements. This process would provide both local system and college the opportunity to come to agreement on the basis and focus for the instructional sequence in that school system. The writing of performance indicators and enablers might be best prepared by the college since these are concerned with instruction--which will be the college's responsibility.

Performance Indicators

Generic statements of competencies do not provide the specificity teachers and professors need to enter into the instructional process. Teachers need to know what behaviors (or products) they will demonstrate when they effectively "determine learner needs." Therefore, more specific statements are included under each generic competency area; these statements are known as performance indicators. They indicate (by demonstration) that a teacher has competency in a specified area. Some competency areas may have many performance indicators; others are equally effective with only three or four indicators. The length of the indicator list as well as its composition will again be very closely related to system needs.

Individual teachers will vary in their demonstration of a performance indicator. Being able to demonstrate effectively a performance indicator may require one or more enabling activities. One teacher may require more (or different) enabling activities than another teacher. This model does not intend that all teachers be carbon copies of each other; however, a minimum performance standard on each indicator must be achieved. The decision as to which enablers, and how many, rests with the

professor. This decision may be made after a discussion with the teacher (the initial interviews) or the observation of the teacher (peer observation cycle). In either case, the professor and teacher need to agree on the expected level of performance and record this information as the "criterion level of performance." (The complete list of competency areas with related performance indicators and some suggested enabling activities may be found in the Appendix in the Competency-Indicator Profile and Contract Record.)

Competency-Indicator Profile and Contract Record

The teachers who use this instructional model must do their own record keeping. They will need to record all observations and visits, keep account of the specific indicators they are working on, maintain a record of their progress, and have (in writing) the criterion level of performance they will be expected to demonstrate. In order to organize this information into an easy-to-use format, the Competency-Indicator Profile and Contract Record was developed. The following diagram explains the use of the form found in the Appendix on page 84.

* * * * *

Observations

1 2 3 1.00 (Competency Area)

INDICATORS

1.01

1.02

(The observer dates and initials each observation.)

ENABLERS:

1.
2.
3.
etc.

PROFILE OF CHECKLIST RESPONSES

	N	S	F	AA	A	NA
1.01 a						
1.02 a						
b						
1.03 a						

N-Never AA-Almost Always
S-Seldom A-Always
F-Frequently NA-Not Applicable

(Teacher's answers on the Baseline Checklist are recorded above.)

OTHER APPROPRIATE ENABLING ACTIVITIES

(The above enablers may not be appropriate for every teacher, thus others may be included here.)

Space is provided for three observations, since a competence is not a behavior demonstrated once, but everytime it is appropriate. In order to insure that the teacher has command of the competency, it must be observed at least three times. There may be other observations in addition to the three recorded here; records of these are kept on forms described in Chapter III.

The transferring of the teacher's responses on the Baseline Checklist to the page with the related competency area and indicators gives the professor and teacher an opportunity to view the teacher's perception of his/her teaching competence at the outset of the program.

A page titled "Criterion Level of Performance" follows each competency area, and it is here that the specific behaviors and expectations for each teacher are recorded. This page will not only list the behavior to be demonstrated and the materials to be produced, but it will also describe the quality of work which will be expected. The criterion level of performance will most likely differ from one teacher to another, even if both teachers are working on the same skills. The entry level and instructional needs of each teacher will be unique. Therefore, the model leaves the criterion level of performance open to the judgement of the professor who tailors instructional activities to the needs of each teacher.

For an elementary teacher who has never constructed or used a teacher-made diagnostic test, a typical example of an entry on the "Criterion Level of Performance" page might read:

INDICATOR: 7.01 Uses teacher-made diagnostic tests

After completion of the assigned module, prepare the following for the students in your class:

1. Construct two diagnostic tests, one in health and one in language arts.
2. Prepare a working plan for construction and use of the tests

(as described in the module).

3. Show evidence of the use of these tests by including test results and consequent instructional alternatives for each student in his/her personal progress folder.

Other performance indicators or additional activities connected with INDICATOR 1.01 may be included at the discretion of the professor.

Baseline Checklist

The Baseline Checklist is developed prior to the implementation of the program by both local system and college personnel. This Checklist consists of a list of items which are directly related to the performance indicators selected by the local system and college as best exemplifying teaching competency in that school system (based on an assessment of educational needs). There are generic competencies that are generally associated with effective teaching. Each system's needs may indicate a varying order of competency priorties; thus, emphasis on specific competencies will vary from one system to another. Performance indicators associated with each competency will also vary because of local emphasis. Therefore, if the Baseline Checklist items are related to the performance indicators, it follows that the Baseline Checklist for each system will also vary. (A sample of the Baseline Checklist which is related to the six competency areas used in the field test of this model may be found in the Appendix.)

The Checklist represents the teacher's perception of his/her effectiveness relative to the performance indicators selected by the local system. It provides the professor with a basis for initiating the instructional sequence, since a teacher's perceived weaknesses are a logical place to begin in an improvement program.

Each performance indicator used in the model has at least one

related item in the Checklist. Most indicators have several related items due to the complexity of the teaching act related to that competency. Each item describes teaching behavior which would represent the middle to lower levels of expected (competent) performance. Many of the most important behaviors were not included in the Checklist, since it was felt that many teachers would not possess those behaviors until they had specifically tried to develop them by progressing through the instructional sequence.

USE OF PEER PROCESSES

The field-based model for improving teaching competence described in this handbook provides for a high degree of personalization for each teacher involved. In many cases each teacher will have the opportunity to:

1. select the competency area for beginning work in the instructional sequence,*
2. determine which performance indicators are necessary and appropriate for demonstrating competence, and
3. decide how much time should be spent in the instructional experiences leading to competence in an area.

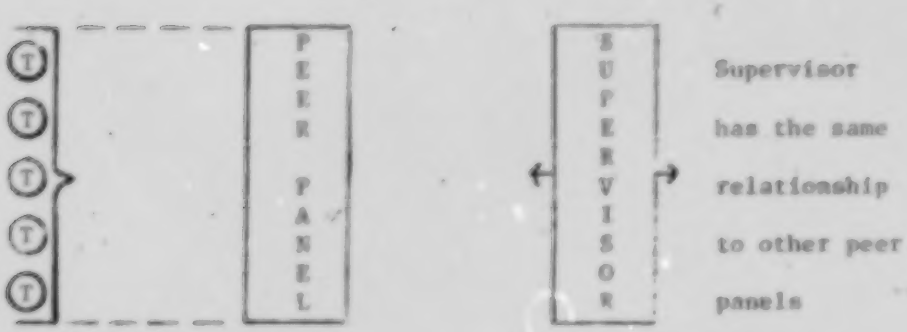
This model will undoubtedly demand much more of a professor's time as he/she works with each teacher on an individual basis in a field setting. Providing feedback on skill development to the teachers on a one-to-one basis is not an economically practical arrangement for either colleges or school districts. Generally, neither colleges nor school districts operate with a large staff of supervisors who are trained and available to facilitate a model such as this. If this model is to work, some means of providing time for one-to-one supervision becomes necessary.

*This model is to be used primarily with teachers who are interested in working in the methods or curriculum areas. However, when teachers are to be involved with subject-oriented areas, it may be necessary for the professor to limit the choices and even suggest a competency area (or indicators).

A study of other programs facing a similar problem in initial developmental stages helped in finding a workable solution. One such program was the Florida Middle School Teaching Competencies Project (University of Florida) under the direction of Dr. Gordon Lawrence. In Guidelines for Developing a Competency-based Inservice Teacher Education Program, Gordon Lawrence and Charles Branch rely heavily upon the peer panel as a management system to maximize the number of teachers one professor can work with in an individualized, field-based program. Teachers who can agree to work cooperatively as peers to improve teaching competence can also assume the responsibility for the management of this task.

Peer Panel Management System

Florida Middle School Teaching Competencies Project



Each teacher manages his/her own portfolio of demonstrated competencies and own program of competency development.

As a peer panel member, each teacher assists other members in using training materials, in measuring and feedback.

Supervisors and inservice directors facilitate the work of peer panels and manage logistical matters.

A competency-based program also demands a demonstration of teaching behavior. This demonstration necessitates the presence of an observer (or observers) who provide feedback on whether or not the teaching behavior did, in fact, occur. Again, teachers operating as peers can perform this

task for each other since no evaluation of the behavior is involved. Peer observers will simply observe a task, verifying that the behavior did or did not occur or that there was uncertainty as to whether or not it occurred. The utilization of the peer panel as a management system and the peer observation cycle to verify demonstration of competence should help to equalize the difference between time needed for supervisory assistance and actual supervisory time available.

The Peer Panel

Personnel:

1. Teachers
2. Professor
3. Building principal

Purpose:

The peer panel is a management system in which teachers assist each other in the development and measurement of their instructional process. Teachers working together in small groups assume the functions of data gathering and manage the records of their achievement. Teachers involved in peer panel activities will be exchanging ideas, assisting each other by observing, collecting data, giving feedback, and providing a climate of mutual support as they master each of their modular experiences.

Process:

Teachers who are involved in this inservice teacher education model will first be interviewed by a supervisor and a competency area for beginning work will be selected, though it may be tentative at this point. Orientation to the peer panel process should have been completed by this time. Although instruction has not yet been initiated, the

professor may have the teacher and other members of the panel begin preparing some of the forms for recording data, etc.(such as a weekly calendar including objectives to be met that week, means of achieving them, and verification that they were met).

Membership in a peer panel may go as high as five persons but can operate productively with as few as three. A peer panel can be composed of teachers who:

1. are teaching in the same grade level.
2. are teaching in the same subject area.
3. are located in one area of a building.
4. are located in one area of a district.
5. share a common interest in one competency area.
6. share a common interest in a particular module(s).
7. share a common time schedule (allowing for shared planning periods).
8. have different schedules (allowing for more opportunity to observe each other).

Once they are organized, members in a peer panel must arrange all meeting times, take the responsibility for functioning as a panel, agree upon objectives (group), and maintain a personal folder for recording progress in the program. The professor should not be expected to arrange for regular peer panel meetings nor always be present. However, it should be understood that the professor has access to these meetings at will.

The panel should meet weekly at a regular time for the purpose of reporting, gathering data, and setting new objectives. The building principal should be kept informed as to the dates of these meetings and the progress being made by each teacher. To facilitate this communication a panel leader could be selected on a rotating basis each week or each month to be responsible for scheduling the meetings and inviting the

building principal.

Each panel member will be working toward competence in a particular teaching behavior. Modular instruction is used to gain this competence. Panel members may each be working on different modules, or they may have been grouped together because they were working on the same module. The modules may give very explicit directions to the peer panel as to when an observation is needed, when plans or materials should be discussed with peers, etc. If such directions have not been included in the module, the professor will need to be in close touch with the panel, providing the kind of directions which will facilitate progress through the modular experiences.

Lawrence and Branch make the following suggestions for working with modules:

> A teacher using a module involves his or her peer panel in four possible ways: as a sounding board for ideas and plans, as observers to measure some skill or classroom situation, to give feedback on things observed or work analyzed, and to verify for the record the completion of some work. Some modules involve group tasks such as modules dealing with cooperative teaching skills and group process. In those cases, panel members undertake a common task, collectively analyze outcomes, take turns measuring the group processes, and generate joint products. Some modules have individuals analyze a problem and then have the panel pool the different perspectives of panel members and work to consensus.
>
> Panel members may use different modules in the same time period. With many modules it is not necessary for other panel members to know the specific content of a module; they only need specific instructions as to the kind of assistance the module user needs.
>
> Module usage generates different kinds of evidence of competence. Each teacher is responsible for maintaining a portfolio of these evidences. The panel assists in that task not only in collecting the evidence but in verifying its completeness and certifying to the school principal or inservice director that a member has fully demonstrated a competency (or met all specifications of a module).

When a peer panel reaches its goal (either the module is completed or the competence has been demonstrated), the panel may be dissolved and its members reassigned to new panels. It is also possible that the group could continue to function as a peer panel, selecting other competency areas and/or new modules.

Outcomes:

The professor is not involved in keeping records of teacher progress nor must the professor perform all of the observation tasks. Consequently, the professor has the opportunity to work individually with the teachers in a field setting. Teachers have an opportunity to exchange ideas and assist one another by observing. This change in the teacher's role promotes a climate of mutual support which results in a spirit of cooperation among teachers rather than fostering competition.

Advantages:

Aside from reading printed material and some simulated experiences during orientation, no special training is required to function effectively on a peer panel. Peer panels also provide a solution to the three problems most often identified with competency-based education. First, professors who have difficulty in managing their time when working with teachers on a one-to-one basis will find the peer panel process can relieve the professor's work load. Second, individualization (such as the use of modules) tends to isolate the teachers; panel activities provide an opportunity for sharing. Third, due to variations in supervisory approach, some professors may have personality clashes with some teachers. The peer panel minimizes this problem by providing for peer observation and verification for a portion of the module's requirements.

Possible Problem Areas:

Negativism among some principals about teacher's ability to

manage an inservice program could hinder the success of the program; therefore, the school administrator's support is vital in this model. A second problem concerns scheduling when teaching schedules may not be compatible with peer panel needs. Assignments for work or for observation could be difficult to make. Because peer panel meetings will most likely occur outside the regular school day, the extra time and work could foster resentment unless some way is found to help teachers find time for planning. Finally, it could become difficult to provide an adequate supply of worthwhile modular experiences for teachers to use. In time, a program could produce enough expertise and generate enough interest to have system-produced modules. Until that time, schools will have to rely on such modular programs as those referred to in the appendix of this handbook.

The Peer Observation Cycle

Personnel:

1. Teacher
2. Professor
3. Students

Purpose:

A classroom observation usually means one thing to a teacher -- someone is going to watch the teacher teach and then make a judgment about whether "good" or "bad" teaching occurs. The teacher often never knows the basis for this judgment, nor exactly what it was the observer was looking for. There might be a conference at a later date to discuss the observation with the observer, but comments usually run from "I enjoyed being in your classroom" to "They are a bit restless at that time of day, aren't they?" -- unless you are lucky -- in which case no reference to the observation will be made at all. Most teachers

are observed during student teaching, and thereafter it becomes a formality once a year when the principal drops in for a ten minute visit so he can recommend that the teacher's contract be renewed for the following year. There are exceptions of course; but, in general, most teachers equate classroom observation with dread, anxiety, or outright fear.

This inservice teacher education model boldly suggests that classroom observation can be pleasant, interesting, and even helpful to the teacher. Not only can teachers engage in observing each other, but they can come to welcome the observer in the classroom. Such welcome cannot happen -- old fears cannot be overcome -- unless carefully planned experiences show the teacher that observation is a good thing to have happen in the classroom.

Teachers who are willing to work toward new goals for effective teaching (competence!) will be in need of constant feedback on what they are learning, how it can be applied in their classrooms, and whether they can actually demonstrate that they have learned a new skill. They will need to work closely with a professor who can provide them with 1) the actual instructional materials, 2) directions in utilizing the materials, and 3) constructive feedback on the outcomes of the learning experience. The peer panel provides a management system which allows a professor to work with a greater number of teachers. The peer observation cycle is a process which functions to facilitate this management system. A professor could not possibly provide the amount of feedback needed for a group of teachers to show demonstrated progress toward new goals. Teachers can do some of this observation for themselves. Therefore, the purpose of the peer observation cycle is to give teachers a framework in which they can comfortably observe and be observed in order to give and receive feedback.

The nature of feedback is determined by the role played by the observer. If the observer is in a supervisory role, feedback would then reflect some degree of subjectivity at certain appropriate times. This evaluative nature for feedback would occur only when the observer was a supervisor and an evaluation was needed. Otherwise, all feedback given in this model should remain at a low inference level, simply a reporting of data (you saw it, you did not see it, or you are not sure). No judgments are made, and there is no attempt to attach a qualitative value to the data. The criteria for teacher behavior is made public in advance, and it is on the basis of that criteria that the data are reported. As a result, teachers receive objectives to be met (in terms of behavior) for an observation, they observe, and then report whether or not the behavior was seen. A teacher never reports on "What I think you should be doing." Instead, feedback should express whether the intended behavior did or did not occur. The following sample form* is useful for reporting feedback and recording it in the folder.

* * * * *

OBSERVATION FORM FOR PEER USE

TEACHER:
PEER TEACHER:
DATE:

Feedback provided on ____a product
____teacher behavior
____student behavior

Objectives	Mastery		
	yes	no	unsure
1. 2. etc.	1. 2. etc.		

*A revision of an earlier form supplied by Dr. Joseph Gaston

Teachers will also be giving each other low inference feedback on products (plans, learning activity packets, learning centers, etc.). Here again, the criteria for the product is specified in advance and the teacher needs only to state whether or not the product meets the criteria. A professor, on the other hand, would be expected to provide evaluative data on the quality of the product.

The peer observation cycle does not put teachers in a position where they need fear observation. Conversely, it gives them a basis for building a supportive relationship with their collegues. In addition, it makes the cost-effectiveness factor more attractive from the standpoint of college and school district personnel assignments.

The peer observation cycle in its complete form consists of five steps. (A description of how the peer observation cycle operates in the instructional sequence may be found in Chapter V.)

1. Pre-observation Conference (This conference including the teacher and observer lasts 5 to 8 minutes.)

    a. Teacher describes the classroom environment.

    b. Teacher states objectives which are related to the assigned module or performance indicator(s) that need to be attained.

    c. Teacher states objectives for lesson to be taught.

    d. Teacher describes procedure to be followed in teaching the lesson.

    e. Teacher may request feedback which is not related to any modular assignment or performance indicator (such as room arrangement, appropriateness of materials, etc.).

    f. Teacher establishes guidelines for guests in the classroom (including where to sit, when to leave, etc).

2. Pre-observation Strategy Session. (Teacher returns to classroom to prepare for observation. Session usually takes five minutes.)

    a. Team chooses a leader (optional step--professor may assume this role).

    b. Team assigns observation tasks to team members based on teacher's request for feedback.

3. Observation (The amount of time involved in this step is dependent upon the teacher's wishes--usually 20-30 minutes.)

    a. Team follows guidelines for observing the classroom as outlined by the teacher.

    b. Team may wish to take notes as they perform their observational task. (This needs to be done as discreetly as possible.)

4. Post-observation Session. (Teacher not present--allow 15-20 minutes.)

    a. Reconstruction of observation (objective in nature with no opinions allowed until entire observation has been reconstructed.)

    b. Team follows plans outlined in strategy session in reporting to the teacher.

5. Post-observation Conference (This session with the teacher can last as long as 15 to 20 minutes.)

    a. Team asks for the teacher's perception of the lesson.

    b. Team follows plans outlined in strategy session in reporting to the teacher.

Following the complete cycle, a written report (for the teacher's folder) is left with the teacher. (A copy of the form may be found in the Appendix marked "Peer Observation Cycle Teacher Report form.") Specific recommendations may be included for the teacher to utilize immediately. Other necessary modular materials should be assigned if the teaching demonstration shows mastery of that module. (In some cases, only a portion of a module may be mastered at a time.)

The complete (five step) peer observation cycle process may not always be the most productive way to provide the teacher with feedback. The use of the pre-observation conference, observation, and post-observation conference alone can still provide the essential elements of the cycle if the teacher is being observed by only the professor or a peer. The five step cycle can be reserved for an initial observation and a final observation, as well as any important milestone in the teacher's

instructional process which may fall in between those two events. For weekly observations where a teacher is taking short steps in the instructional process, the teacher and either peer or professor can quickly review the objectives for the lesson and for the module before proceeding with the observation. The post-conference still must come as soon as possible after the observation, never later than sometime during that same day. This shortened cycle permits the teacher to progress more rapidly through the instructional process and receive more feedback at the precise time it is needed, as the shortened cycle can be initiated with less advanced planning and scheduling.

IV

USE OF MODULAR INSTRUCTION

A module is a set of learning activities or experiences designed to enable the teacher to acquire and demonstrate competence. Several modules may be required before a teacher can demonstrate competence on a particular performance indicator. Modules contain the facts, concepts, principles and activities which a teacher must master in order to demonstrate competence. The content of a module could include:

1. reading in addition to the modular content.
2. seminars for exchange of ideas or knowledge.
3. workshops for learning the skills to produce a visible product.
4. intraschool visits to view other learning environments.
5. feedback from peers, both in planning for instruction and in observation of teacher behavior.
6. feedback from the professor on the criterion level of performance.

The use of modular instruction in this program is based on the belief that there is a specific behavior that a teacher needs to demonstrate and that such behavior can be demonstrated at some predetermined level. No two teachers will be expected to demonstrate the behavior in the same way, nor will one teacher be expected to demonstrate the behavior in the same way twice. Nevertheless, the behavior must be demonstrated each time it is appropriate, meeting the specified criterion level of performance. The modular experiences are designed to provide the necessary knowledge, attitude, or skills to meet the predetermined criterion level of performance. Modules should meet the needs of individual

teachers who: 1) wish to work in a particular area of competency. 2) possess a low entry level of competence for working in that area, and 3) desire a specific higher level of performance in that competency area.

Modular instruction responds to a need for personalization in the model, as objectives are usually negotiable and criterion level of performance (in behavioral terms) is often an agreement between teacher and professor. The need for an individualized program is met by providing teachers with a degree of self-pacing modular experiences clustered to meet with the need of each teacher's entry level in a competency area and with variation in the sequential order for a cluster of modules (to the possible exclusion of some). Unfortunately, long term use of modules can provide a program of independent study which can tend toward isolation for the teacher. The inclusion of the peer processes in each module is an attempt to alleviate the problem of isolation. Modules also prove unsatisfying over a period of time unless they are updated regularly (perhaps revised on the basis of feedback from each teacher who uses them). When competencies, indicators, and enabling activities are updated to meet a change in needs, the corresponding modules will also need updating.

Criteria for Modules

Both college and local system personnel review the various standards for modular instruction and agree upon those criteria which will best serve the needs of the teachers and the school system. In order for teachers to meet a goal (demonstration of teaching competence based on knowledge), there must be included in each module a means of insuring that knowledge gained can, in fact, be transferred into classroom practice. Once the criteria are selected, each module assigned should be measured for adequacy against the criteria. The criteria for modules in this program include:

1. Objectives which should be related to local system needs. These objectives should state what behavior the teacher is expected to demonstrate. The criterion level of performance on these objectives is set prior to the beginning of the instructional program and may vary from one teacher to another. It is written in specified behavioral terms and remains in each teacher's folder.

2. A rationale which explains the importance of the objectives and relates those objectives to the total program.

3. A pretest and posttest each of which must be criterion-referenced. The pretest serves two purposes in that it:

   a. determines the teacher's entry level for that module.

   b. provides the teacher an opportunity to by-pass the modular content, indicating that the teacher already possesses sufficient knowledge of that content to move directly to the demonstration of competence in the classroom. If the posttest differs from the pretest, it must be mastered prior to demonstration of competence.

   The posttest indicates whether or not the teacher is ready to move into classroom demonstration of competence. Since both tests are criterion-referenced, they will be based on and measure knowledge of prestated objectives.

4. Each module must be largely self-instructional to allow teachers to work independently. The professor is not assigned full time to the teachers, and no formally structured class time is provided, therefore, instruction becomes a logical solution.

5. Each module must contain field-experiences that are related to the objectives and content of the module. These field experiences may be located at points within the module where a demonstration of knowledge is appropriate. In some cases the only demonstration of knowledge may come after the posttest is mastered.

6. Each module must provide for remediation in the event either the posttest or field application is not mastered. Remediation does not mean that the teacher works through the same content again (unless the teacher feels this would be beneficial). Other related modules (or perhaps a different format for the same module) should be considered.

Obtaining the Modules

If the teachers are enrolled for course credit, responsibility for selecting the modules will most likely fall upon the professors. However, the local system facilitator of staff development could assist in the selection to make certain the modules address local system needs.

A preview of existing modular CBTE programs (ERIC is a good source) for prepared modules should precede any selection of modules. Programs which have been in existence for several years might have better quality modules as there would have been time to field test and revise the modules. Most programs will have a listing of the modules they use, and a few may also include the specific objectives each module addresses. A list of modules used in this model may be found in the Competency-Module Index in the Appendix. Those which are complete within themselves, with the exception of additional readings, are listed first. Those marked with an asterisk contain some useful material, but they rely upon other materials (such as films) which that program has provided for in its resource center. As no provisions for a resource center are included in this program, those modules are of limited value.

The purchase and subsequent ownership of the modules could vary. Some colleges and local systems may already possess modules which are related to performance indicators and enablers. It would then be simply a matter of selecting and purchasing additional modules which are needed to meet all of the indicators and enablers. However, it is more probable that neither college nor school system possesses nor has access to appropriate modules. If the local system wishes to use this model for continuing staff development after teachers no longer need course credit, ownership of or access to the modules should be in the local system.

The selection of any module or modular program must be made with two conditions in mind. First, the degree of relatedness to stated goals for the local system must be considered. For example: a teacher working on the performance indicator which addresses individualization may need some enabling activities in group process. Several good modules and modular programs on group process are available. One in particular handles it at a very superficial level, offering instruction

mainly in the process of facilitating group work and can be completed in less than an hour. Another is concerned with the way in which group members work cooperatively with a second emphasis upon developing leadership as well as "followship" in the group. If the criterion level of performance for demonstration of competence in individualizing instruction has been identified to include an analysis of group roles, and if the final outcome is to include group work which emphasizes the development of leaders and followers, the first module would be unsuitable or inappropriate. Many times it is not possible to determine the content level of a module from an index or listing. Because many modules are inexpensive and because the best parts of several can be put together to produce a new module, it is suggested that several modules addressing each indicator or enabler be purchased (or at least previewed) and kept available for the time when needs change. Proper documentation is essential when parts of modules are used to produce a new module. Permission to copy a module in its entirety should be secured from the publisher when purchased.

The second consideration when selecting modules should be a comparison of the modules to the aforementioned "Criteria for Modules." Modules which contain no pretest and/or posttest will need to have the test(s) developed and added to the module (by the professor). Often modules do not contain a rationale, but a rationale can usually be prepared with relatively little effort. Since few modules ever contain field experiences, these must be added. If a supervisor's time for adapting modules is short, it would be wise to select those which best meet the "Criteria for Modules." Because it is almost impossible to find modules which meet all the requirements for this program and because it is believed that the criteria are essential for adequate instruction, it becomes necessary to adapt modules rather than merely

adopt them. An alternative would be to prepare modules especially for this program; however, the production time and the expense involved would make this alternative (while very attractive) almost prohibitive.

Once the modules have been selected and are available, consideration must be given to their storage and retrieval. Most modules in print form are on an 8½ by 11 inch format and store easily in file drawers. Cabinets or shelves can be used to house film, tapes, books, etc. It is essential that the modules be easily retrieved for use by whoever is reviewing and adapting them. Several options for storage are available. Modules may be stored according to the competency addressed with second headings for modules matched to performance indicators or enablers. This method of storage is the most efficient, as one need only look through the portion of modules which specifically address the competency area chosen by the teacher. In many cases one module will address more than one performance indicator or enabler; storing the module under one indicator but cross-referencing it throughout the total selection whenever it is appropriate becomes necessary. A card file for selection of modules (including cross-referenced cards) would save time in retrieval.

Modules may also be stored according to their source. An index of available modules from each source (college, publisher, etc.) would be used to find the needed module. This method of storage is not efficient for professors who are unfamiliar with available modules. One would have to look through the entire index each time a module is needed to be sure none were overlooked.

Modules stored according to alphabetical order is the least effective means of storage, as retrieval will necessitate looking up each module

everytime it is needed. This presupposes that one knows in advance which title to look for (and in most cases that will be unknown.)

When a module is selected and adapted for use, it is never given directly to the teacher. Such practice would cause unnecessary wear on the original copy. Instead, a copy is made for distribution to the teacher. (Permission to copy modules should be requested at time of purchase.) The teacher is cautioned not to write in the module because it would then be unsuitable for future use. Therefore, all responses to pretest and posttest (as well as other areas where the teacher responds to content) are on separate detachable sheets. The original module is returned to the file for use in the future. The teacher's copy is stored separately (also with a card file).

The module should be evaluated after each use (a simple form could be developed for this), and this evaluation of the module's effectiveness (or lack of it) should be included on the back of the retrieval file card. When modules are reviewed for compatability with program objectives and found to be no longer useful, it is suggested that their cards remain in the file (with proper notation) in order that they may be considered again if program goals should change.

Indexing the Modules

An index of all modules available for use in the model should be prepared. A person with sufficient educational experience to be able to read the module objectives and determine which competency areas they address would be assigned this task. A graduate assistant might be assigned this work. An index which matches the module objectives to system needs (competencies and performance indicators) will save considerable time in searching for an appropriate module. For example --

a supervisor who needs modular material on the indicator "employing both lower and higher order questioning techniques" would find the following entry in the index:

Identifies and asks various types of questions

UTEP- I-A-4 MINICOURSE ON LOWER ORDER QUESTIONING
TEM- V-4 MINICOURSE ON HIGHER ORDER QUESTIONING

In order to produce an index one must match module objectives to generic competency statements, to performance indicators, and to enablers. Most modules include a set of objectives for that module, and it is a matter of matching those objectives to the selected performance indicators. One must remember to cross-reference where necessary, since some modules may be appropriate to more than one indicator or enabler. A card file on the available modules should be maintained so that those who are adapting or assigning the modules can search with less effort and obtain more information. It is most important to include cross-referenced information, location of teacher's copies, information on sequencing or clustering, and evaluation by the professor (and perhaps by the teachers). Finally, care must be taken to revise the index whenever competency areas, performance indicators, or enablers are updated. (The Appendix contains a Competency-Module Index.)

Adapting the Modules

The rationale for adapting modules, as opposed to simply adopting them without change, is based on the need for modules which are specifically suited to system objectives and to the teacher's entering level of performance. Most of the adaptation process is related to making the module meet the "Criteria for Modules" and to include other materials and activities which tailor the module to specific needs. The decision to

adapt modules from other programs, as opposed to production of new modules, is based on the belief that when generic competencies are being dealt with, the end product (a module) will probably vary only in the field activities and content level from one module to another. It would be poor use of time and money for a professor to develop that which (for the most part) already exists. Once the modules have been selected, an index for the modules prepared, and the competency area and indicators identified for the teacher, the process of adaptation can begin.

All modules related to the selected indicator are previewed. Those which are self-contained (requiring no outside references, media, etc.) will be easier to work with than those which require additional materials. Any portion of the modules which do not meet the "Criteria for Modules" must be satisfied by the addition (production) of these portions. Several modules may be combined to form one new one which better meets identified needs. Attention should be given to proper documentation. When a series of modules will be used to enable a teacher to demonstrate competence, care must be taken to sequence these in a logical way, moving from general information to that which is specific. Some modules will be somewhat superficial in content, and others will go into great detail. The selection is dependent on the teacher's entry level, the criterion level of performance agreed upon, and the expectations of the college and/or school system. When modules are clustered after they are adapted, a note as to the reason for this particular clustering would be helpful to other professors if kept on file for future use.

The teacher's subject matter area needs to be considered when adapting modules to his/her use, as some modules are available for specific subject areas. These are most appropriate if the teacher is seeking credit in methods of teaching in a subject area. The behaviors to be demonstrated

by the teacher will still be generic and directly related to locally identified competency areas.

If a module meets the criteria and is ready to be assigned, steps should be taken to ensure that it can be made ready for use in a short period of time. After permission to copy a module has been obtained and sufficient copies produced, the original should be returned to storage for safe keeping. This original should never be circulated. Copies made from the original module should be filed together, along with all pretest and posttest sheets for the module. Pretest and posttest sheets should be attached at the end of the module in order that they can be detached and filed in the teacher's folder. (Others can then be attached when used by another teacher.) General "Directions for Use" cover sheets should be prepared for the module. Extra copies of these should be made and these can be stored with the test sheets for use whenever needed. A place at the end of the sheet for additional instructions or changes in the general directions will keep this form up-to-date. All stencils and masters used for reproduction (for all of the above) should be preserved for future use. The teacher's copies of the modules with all accompanying sheets and information should be stored separately from the file of originals. The file of original modules could include information on how each module has been adapted and where its copies are located.

Assigning the Modules

When course credit is involved, the professor would be responsible for making modular assignments. The assignment of modules is based upon the performance indicators identified, the criterion level of performance agreed upon, and the subject area taught. The above elements allow for flexibility in utilization of each module with different teachers.

Modular assignments should allow for a degree of self-pacing as the teacher works through the content. Caution should be exercised, however, in allowing teachers to enter into modular experiences without specific guidelines as to time allowance for each module. Completion of the module must be within a time frame which allows for the teacher's accomplishment of the criterion level of performance in a competency area (or performance indicator). This requirement may mean that a number of modules will be needed, and time must be allotted for this to be accomplished. The college grading period must be considered when teachers and professors determine goals.

The professor will need to determine how much work (number of modules) will be needed to award course credit. This may vary from one professor to another and from one college to another. A teacher who can pass the module pretest must take the module posttest (provided it differs from the pretest) and proceed to a demonstration of competence at the criterion level of performance. (Chapter V further explains this process.) Teachers who do this without working through the modular content will need to be reassessed and assigned a module more appropriate to their entry level in the selected competency area. Mastery of the modular content is the only acceptable basis for awarding course credit or for determining competence. A teacher will continue to work in an area until mastery at the criterion level of performance is achieved.

V

INSTRUCTIONAL SEQUENCE

The effectiveness of the instructional sequence (and its ultimate success) will be largely due to the quality of the orientation component of this model. Teachers who have never shared experiences with their peers could be hesitant about beginning a peer panel experience. Principals who have used classroom observations solely for evaluation purposes might find that sharing the responsibility for improving classroom practices with teachers could take some getting used to. College professors and school district administrators will also find themselves playing new roles. A well planned and executed orientation to this instructional sequence for all people who will be involved with it is of great importance.

Orientation

The task of orienting teachers, principals, professors, curriculum directors and other supervisory personnel to this competency-based, field-centered model must begin with careful preplanning. No cookbook approach will be introduced for this component of the model, since the objectives for a successful orientation can be attained in several ways. One school district might choose to have teachers read the program related materials and then hold meetings which emphasize explanation of the processes. Another district might elect to put teachers through simulated experiences to acquaint them better with the processes. The amount of time, money, and resource people will vary from one school/college partnership to another; this variance will certainly influence the orientation process.

Teachers who will be working with professors for course credit must be prepared to begin the instructional sequence when the college quarter or semester begins. This requirement mandates that all orientation must be completed well ahead of that time. It would be wise to begin planning orientation activities as soon as the college and school system have made an agreement to work together. The college will be largely responsible for orienting the professors who will make up the instructional staff, and the school system should assume responsibility for preparing the teachers and principals. Obviously the orientation experiences of college and school system must mesh; careful preplanning is essential.

A school system contemplating entrance into this model during the fall of the school year would do well to consider devoting several school days prior to the opening of school (or perhaps during the summer) to orientation. Most college staff would need a full quarter for orientation to the process and for preparation of modular experiences for the participating teachers. Last minute decisions to enter into this model would be costly since valuable planning time would be lost. Poorly oriented teachers and professors seem to accomplish less in this model.

Prior to orientation, all concerned could receive copies of program related materials, including a rationale (why is this supposed to be good?), description of the instructional sequence and its various processes (what is going to happen?), and the program objectives (what changes should take place?). Large group seminars could be held to acquaint further all personnel with the working of this model. The purpose of this meeting(s) would be to generate excitement about the program and provide a means for getting information to teachers and feedback from them. Short talks from college faculty, district central office personnel, and curriculum directors on such topics as what we do know about effective teaching

and ways it can be accomplished would be suitable.

One of the most important processes in this model utilizes the skill of objective observation. Many teachers have had little opportunity to observe outside of their own classroom, and preservice teacher education programs in the past have spent very little time on the development of observation skills.

An early seminar might be devoted to preparation for observation with a purpose and be designed to prepare a mind set for objective observations as a means of improving classroom instruction. The showing of such films as Make a Mighty Reach or My Name Is Children (available through film rental agencies) could provide a means for giving initial practice in objective observation of peers. Prior to the showing, teachers could be divided into teams with each team assigned specific observation tasks. School philosophy, administrative patterns, curriculum, and teaching styles could be the assignments for observation, with the film showing used to simulate an observation in another school. This procedure could provide a means for giving initial practice in objective observation of schools and teaching, since each team would need to maintain objectivity in its reporting. Thus, the reporting task should reflect observation of more than the usual comments on color of paint on the walls, carpet or lack of it, and quality of food in the lunchroom.

Following this seminar, teachers could be assigned to an actual observation (outside of the school district if possible). The assignment should include team activities such as meeting prior to the visit to assign specific observation tasks designed to collect information for use in sharing the visit with the total group, and a post observation meeting to assimilate information and prepare for a short (10 minute) report.

These reports could be shared in a follow up seminar.

The Peer Observation Cycle In addition to seminars, workshops in the peer process should be planned. The peer observation cycle is a five step process which can be reduced to three steps (a complete discussion of the process can be found in Chapter III and under 1.3 in this chapter). It is suggested that teachers, principals, and professors who will be using the cycle undergo training in its use by simulating an observation using a video taped (or filmed) lesson. This process is patterened after the clinical supervision cycle and is well recognized in the literature of supervision. (Complete descriptions of this cycle can be found in Clinical Supervision, Robert Goldhammer, 1969; and in Clinical Supervision, Morris Cogan, 1973.) The purpose of the peer observation cycle workshop is to give all participants a clear picture of what they are expected to do and of how they are to do it when they take part in the cycle.

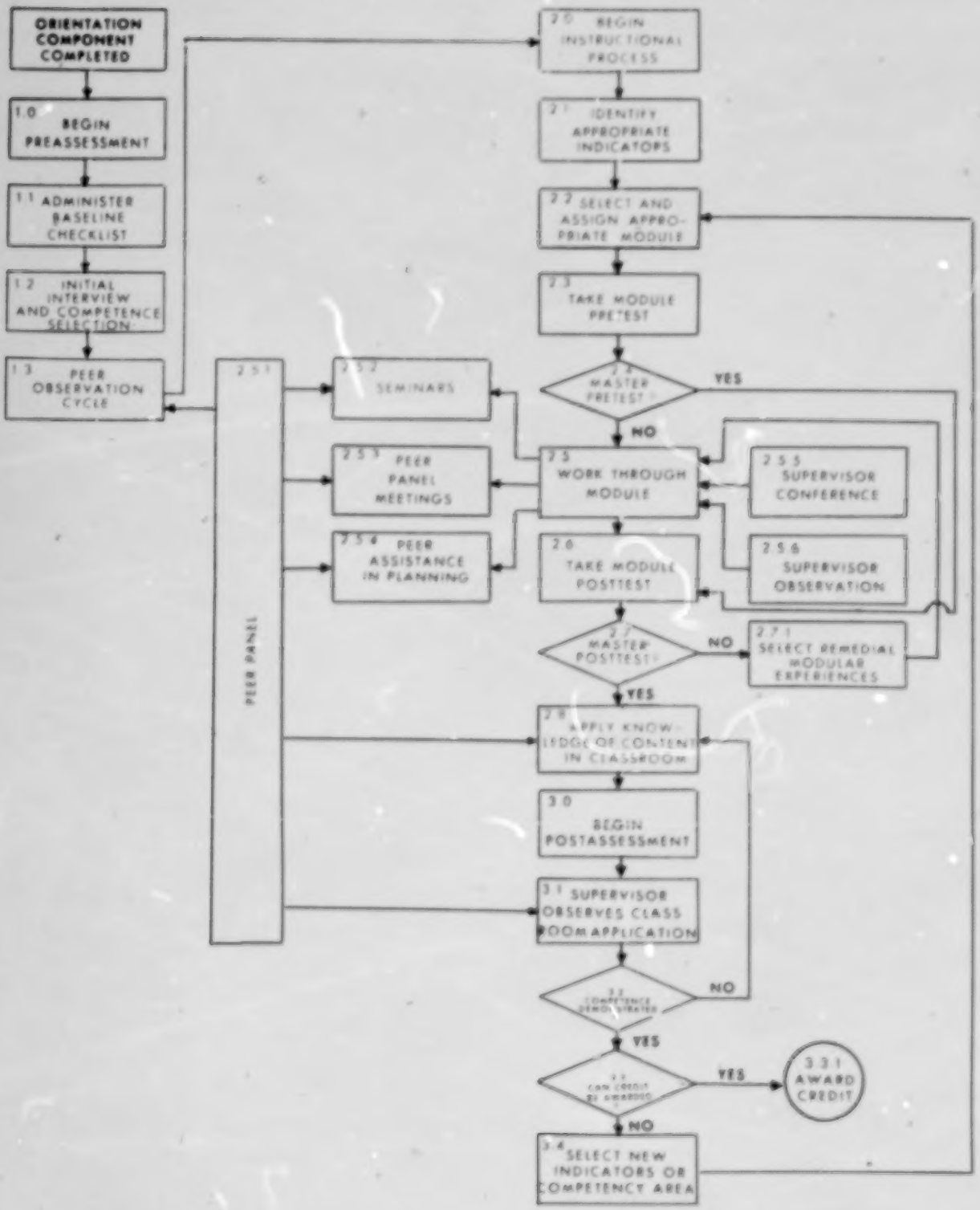
Peer Panel Process Another concern for orientation is training in the peer panel process. Teachers who have been used to a traditional approach where the instructor provides all assessment and keeps all records will need to be familiarized with this form of program management. Teachers who are acting as members of peer panels bear the responsibility for all record keeping, which means keeping track of all achievement and much of its verification. This procedure means that teachers will organize the record keeping to best suit their panel needs. They meet regularly, share concerns, provide feedback on achievement to other panel members, and assess their progress in the program. Teachers will work individually in the demonstration of a competency, but they may work collectively in acquiring the attendant knowledge for demonstration. They may assist each other in clarification of modular content and in peer observation to assess

(low inference) demonstration of competence.

All who will operate in this program must fully understand its instructional sequence in order to function effectively. Having read a description of the process in advance would facilitate the explanation of it in a large group seminar. Some school systems might prefer to have informed personnel meet with the teachers in small groups to explain the instructional sequence.

School personnel attempting to implement this model will find the flow chart on the following page helpful. At a glance one can see the preassessment phase (1.0), the instructional phase (2.0) and the postassessment phase (3.0). The step-by-step explanation of the instructional sequence follows the flow chart and is in outline form to allow for ease in use.

INSTRUCTIONAL SEQUENCE



Preassessment

1.1 Administer Baseline Checklist (A rationale for the development of the Checklist may be found in Chapter II, and a sample copy of a checklist may be found in the Appendix.)

Personnel:

1. Teacher
2. Professor
3. Facilitator of staff development

Purpose:

1. The Checklist provides a source for baseline data on all teachers prior to entering the instructional process.
2. The Checklist provides information from which the teacher may select competency areas for instruction.
3. The Checklist is a method of determining how each teacher views his/her teaching as it relates to the local system's expectations (expectations are reflected in the performance indicators).
4. The Checklist can be used to show any discrepancy between the teacher's self-evaluation on the performance indicators and actual performance (later in the classroom.)

Process:

1. The Baseline Checklist may be given to the teacher as soon as orientation is completed.
2. The local facilitator of staff development may give the Checklist out and ask each teacher to respond to each item usually accomplished in two or three days.
3. The Checklist must be completed prior to the initial interview with each teacher.

4. The Checklist, once completed, is kept in the teacher's folder until the initial interview when it is reviewed and the responses recorded on the Profile and Contract Record.
5. After the initial interview, the Checklist will be retained by the teacher in the folder. It can be made available to and shared with the professor when necessary.

Outcomes:

1. The Checklist is an instrument which has the potential for gathering baseline data that is directly related to expected teacher performance. Should the checklist be administered again at a later date, such as after a year of involvement in the instructional process, the results could be compared to the first responses to determine changes in the teacher's perception of his/her teaching.
2. The Baseline Checklist provides the teacher, professor, and the local system with a starting point for initiating an instructional program for improvement of teaching competence.

Advantages:

1. In the process of responding to the Checklist, the teacher is reminded of behaviors which are related to effective teaching.
2. Responding to a list of teaching behaviors may provide a "set" for moving into a competency-based program.

Possible Problem Areas:

1. The Checklist could leave the teacher with the false impression that competency in an area would consist of doing only the behaviors exemplified in the various

checklist items.

2. Relevance to the program would require that the Checklist be revised in accordance with changes in local needs, competency areas, and performance indicators.

1.2 Initial Interview and Tentative Selection of Competency Area

Personnel:

1. Teacher
2. Professor

Purpose:

1. The interview provides an opportunity for the teacher and professor to discuss a tenative area of competence for future work. The teacher may look over the Checklist while discussing areas of strength and weakness.
2. The interview provides an opportunity for discussion of instructional sequence and the conditions for awarding course credit.
3. The interview serves to set the teacher at ease about the first use of the peer observation cycle. Plans for using the cycle may be made at this time.
4. The initial interview can supply additional information about the teacher's perception of his/her teaching behavior.

Process:

1. The interview is scheduled as soon as possible after administering the Baseline Checklist.
2. An established format should be used to guide each interview. The format may be developed by the professor and should be designed to accomplish the purposes of the interview in approximately thirty minutes. A copy of the "Competency

Indicator Profile and Contract Record" may be found in the Appendix; this form could serve as a format for the initial interview. The completed copy of the form should be given to the teacher at the end of the interview.

3. A specific date for the peer observation cycle is set to take place within the next week or ten days. A peer teacher is selected, and all schedules are checked for compatibility (professor, teacher, peer, and principal).

4. The teacher views his/her responses to the Baseline Checklist and is asked to select tentatively the area of competency in which to begin the instructional sequence. This model was designed for use with teachers who are working on generic competencies in a methods course. Subject matter can usually be used as content for the methods. The exception would be when the course is not in methods, but in a content area where subject matter dictates the use of particular modules. In this case, the professor cannot ask the teacher to choose the competency area (or indicators) for beginning the instructional process. The professor would have to indicate the area and the indicators where instruction would need to begin. This would best be achieved by the teacher and professor discussing the appropriate indicators and the proposed modules and agreeing to begin with selected indicators. Performance indicators associated with the competency area are carefully reviewed. Perceived strengths and weaknesses in the chosen area are noted by transferring the teacher's Checklist responses to the profile grid on the form. The criterion level of performance for

each indicator might be agreed upon at this time. The professor could ask the teacher what behavior, activities, and/or materials would be necessary to demonstrate competence in the selected area. A minimum acceptable level on quality of the work should also be recorded. This kind of information is recorded as the "criterion level for performance" which that particular teacher must achieve for demonstrated competence. It can be assumed that this criterion level of performance would form the basis for the final observations to determine that the teacher has indeed demonstrated competence at the prescribed level. This step need not be accomplished at this point, however. The final selection of performance indicators with the established criterion level of performance could be done after the first observation at 2.1. These agreements between teacher and professor are also recorded (in the Competency Indicator Profile and Contract Record), and the teacher retains the record in the personal folder.

5. The teacher and professor discuss the lesson the teacher will use for the peer observation cycle. The teacher should be urged to plan a lesson where teaching behavior would demonstrate the competency entry level for a selected performance indicator. The teacher would be teaching a lesson where competence (however little), as it is related to the performance indicators selected, can be demonstrated.
6. If the teacher appears unsure about the selection of a competency area, the observation lesson (with its own objectives for student outcomes) can be demonstrated with

out relating it to a competency area. The professor and team only observe and report to the teacher what is happening in the classroom relative to her objectives for that lesson. This open ended approach is less threatening but tends to yield less in terms of goal directed feedback.

7. If the professor notes that the teacher believes that he/she is competent in a particular area, this would be an appropriate time to indicate that the observation would include this competency area. It would not be appropriate to wait until the day of the observation to make this request. The teacher should then try to include demonstrations of that competence for verification by the observation team. A one-time demonstration of competence cannot be taken to mean one is "competent" as defined for this model; supposedly the behavior should be demonstrated at least three times.
8. This is an appropriate time to discuss with the teacher the purpose and process of keeping his/her own folder. Any information which the professor wishes to have included should be discussed at this time.

Outcomes:

1. This interview can serve to allow the professor an opportunity to know the teacher better and to begin to build a rapport with the teacher.
2. If a competency area was tentatively selected, the teacher will have taken the first step in moving to a higher level of teaching competency--that of identifying an area where more work is needed.

3. If the teacher is able to go so far as to select tentatively performance indicators and if teacher and professor have agreed to a criterion level of performance for each indicator, the observation in the classroom can provide a great deal of feedback to the teacher.

Advantages:

1. Definite plans for beginning the program can be made.
2. Special problems--such as an irregularity in teacher's class schedule (for example, a split period with lunch break occurring midpoint)--can be noted and provided for.

Possible Problem Areas:

1. Without a definite plan, this interview could take considerably more time than either teacher or professor can allow.

1.3 Peer Observation Cycle and Final Selection of Competency Area(s)

Personnel:

1. Teacher
2. Peer Teacher
3. Professor
4. Principal
5. The teacher's students in a classroom setting

Purpose: (Chapter III presents a description of the peer observation cycle.)

1. The cycle provides a framework for observation and feedback by objectives.
2. Participation in the cycle organizes the teachers, principal and professor into a "peer" team.
3. Being a member of the peer team fosters an attitude of responsibility for peer improvement.

Process:

1. Pre-observation Conference
   a. The teacher describes the environment for the observational setting (grade and age of students, subject to be taught, etc.)
   b. If the teacher selected performance indicators to begin working toward during the initial conference and if both teacher and professor agreed upon the criterion level of the performance, this information is shared with the team.
   c. The teacher gives the team the objectives for the lesson and the process for measuring them.
   d. The teacher briefly describes the procedure that will be followed in teaching the lesson.
   e. The teacher who may want feedback on arrangement of room, materials, etc. should request the team to provide that feedback.
   f. The teacher and team agree on any "ground rules" that may be needed, such as: where to sit, how long to stay, tape recorders allowed, etc.
2. Pre-observation Strategy Session (teacher not present)
   a. Observation tasks are assigned to each team member by the team leader (usually the professor),based on the requests from the teacher, the objectives stated, and the performance indicators selected. Experience in using the cycle has shown that, while each person is aware of all of the things happening during the observation, the responsibility for reporting is more

productive when each person is limited to one or two assigned tasks.

3. Classroom Observation
   a. The time period for the observation is usually twenty to thirty minutes, depending on the teacher's request.
   b. The team should concentrate on the assigned tasks in order to provide feedback to the teacher.
4. Post-observation Strategy Session (teacher not present)
   a. The team objectively reconstructs what was observed.
   b. They determine if the objectives for the lesson were met.
   c. Each team member reports on his/her assigned tasks (maintaining objectivity).
   d. Assignments are made by the leader to the team for reporting the feedback to the teacher. Usually, each team member reports on what he/she observed on the task assignment.
5. Post-observation Conference (teacher present)
   a. The teacher is first asked to relate his/her own feelings about the lesson.
   b. Each team member provides feedback to the teacher in the areas where feedback was requested. (A positive approach is recommended.)
   c. Specific recommendations for improvement of classroom methods are given, provided they are related to the teacher's objectives, chosen area of competence, or selected performance indicators. These recommendations must be within the teacher's power and ability to change.

d. Final decision about competency area is made. On the basis of observation, the team may suggest a different competency area than that chosen by the teacher.

e. Arrangements are made for the next conference or observation.

f. A copy of the form used to conduct the cycle is given to the teacher.

Outcomes:

1. Specific written recommendations for improvement of classroom instruction are given to the teacher.
2. The cycle provides a direction in the final selection of a competency area by giving feedback which either reinforces the need for more work or shows a need for work in another area.
3. Team members gain insight into their own teaching methods (and how they can be modified) by observing and analyzing other teacher's methods in action.

Advantages:

1. The cycle is designed to set the teacher at ease for future observations, since it is the teacher's objectives which form the basis for observation.
2. The participation in the cycle strengthens peer relationships with expertise in the discipline provided by the peer teacher.
3. The peer observation cycle promotes an atmosphere of cooperation among peers and develops a sense of responsibility for each others' professional improvement.

Possible Problem Areas:

1. It may be difficult to find a time when four people can be

free to act as an observation team.

2. The cycle will take approximately ninety minutes to complete. The peer teacher will need to be away from the classroom during the entire cycle. The teacher will be out of the classroom approximately forty minutes.

3. The entire cycle must be completed in the course of one day.

Possibilities for Modification:

1. The three essential steps in the peer observation cycle are the pre-observation conference, the observation, and the post-observation conference. The professor and the teacher (or the peer and the teacher) may observe and provide effective feedback using the three essential steps. It is recommended that the complete cycle be used for the first classroom observation and when the teacher is ready to demonstrate competence in one area--perhaps showing competence in several indicators.

Instructional Process

2.1 Appropriate Indicators Identified (An explanation of the competencies and performance indicators may be found in Chapter II.)

Personnel:

1. Professor
2. Teacher

Purpose:

1. Not all indicators are appropriate for every teacher.
2. It would not be productive, in terms of time, to work on all indicators associated with a competency at once.
3. Teacher and professor need to reach agreement that the indicators are indeed appropriate and then prioritize the indicators.

4. Modules are matched to performance indicators (or enabling activities); therefore, indicators must be selected before modules can be assigned. (Chapter IV explains the assignment of modules.)
5. Teacher and professor agree upon a criterion level of performance for each indicator. (What must this particular teacher do to demonstrate that performance indicator? To what degree or level must this behavior be demonstrated?)

Process:

1. Selection of an indicator must be on the basis that the behavior described by the indicator is indicative of competence in the chosen competency area.
2. The professor may wish to ask the teacher to select an indicator, may suggest a particular indicator, or together they may jointly make the selection. (Explained earlier under 1.2--Process, item 4.)
3. The selection may be made during the initial interview, during the post-observation conference of the peer observation cycle, or immediately following the cycle.
4. The performance indicators should be recorded as selected and the record left with the teacher as part of the personal folder.
5. The criterion level of performance must be agreed upon and recorded. It, too, remains in the folder.

Outcomes:

1. Instructional objectives of each performance indicator can be checked for compatability with those behaviors shown to be weak on the Checklist and/or during the observation cycle.

2. The selection of indicators sets the direction and the nature of the teacher's work for competency in this area.

Advantages:

1. The teacher is involved in the decision making process and is guiding his/her own self improvement, providing for motivation and commitment to the program on the part of the teacher. Modules can be introduced which are related to the teacher's needs (chosen performance indicators).

Possible Problem Areas:

1. Some teachers may wish to work on "activities" or "projects" which are not directly related to teaching competence in any of the generic competency areas.
2. The teacher may select indicators in which he/she is already proficient, hoping to have an easier instructional program.

2.2 Select and Assign Appropriate Module(s) (More information on modules may be found in Chapter IV.)

Personnel:

1. Professor

Purpose:

1. The teacher is ready at this point to receive instructional materials.
2. New knowledge must be presented largely in the form of self-instructional materials and experiences. While the instructional modules are designed to be self-paced, the placing of a time frame in which they should be completed insures that the teacher is on schedule.

Process:

1. Use the Competency-Module Index (explained in Chapter IV) to determine which modules are most likely to address the performance indicators selected.

2. Determine if one module is to be used, if several are to be assigned, or if several will be combined and a new module constructed.
3. Make certain the module(s) meet the "Criteria for Modules" (listed in Chapter IV).
4. Obtain any reference materials (books, articles, etc.) required for successful completion of the module.
5. Make a copy of the module(s) for the teacher (original copies must be kept on file for use in the future.) If the modules are under copyright, use proper documentation. Permission to make copies can be requested from the publisher when the modules are purchased.

Outcomes:

1. Both knowledge gained and practical experience will be related to local district educational needs.

Advantages:

1. Modular instruction frees the college professor from lecturing tasks and provides that time for working individually with teachers to provide feedback on skill development.
2. Teachers may progress through an individualized module with some control over the pacing.
3. Teachers have the opportunity to apply knowledge to practical experience.

Possible Problem Areas:

1. "Appropriateness" of the module is related to the ability of the professor who matched the module to the performance indicator to determine if the objectives of the module are compatible with the performance indicator.
2. Adequacy of the module is related to the ability of the

professor to determine the quality, scope, and depth of the module's content.

3. Modules which are adopted rather than adapted seldom meet the necessary criteria for modules. (If the missing criteria is not supplied and the module is used anyway, improvement in classroom competence in a particular area might not be demonstrated.)

2.3 Take Module Pretest

Personnel:

1. Teacher

Purpose:

1. The pretest reflects the objectives of the performance indicators, the module content, and the teacher's entry level (knowledge basis) into that content area.

Makeup of pretest

1. It may be objective in nature.
2. It may be subjective in nature.
3. During the evaluation of a subjective pretest the specific information needed to indicate knowledge must be stated in the form of "evaluation criteria". For example, if the pretest asks the teacher to state in writing a definition for "establishing set," the evaluative criteria for the definition could be (as stated in UTEP module I-A-3 by Norma Hernandez):

> Establishing set is a technique whereby the teacher attracts the students' attention, holds their interest and helps them develop sophisticated ways of "learning how to learn," i.e. helps students develop a predisposition for learning.

Process:

1. The pretest must be completed in order to provide a basis for measuring content mastery (when compared to the posttest).
2. The pretest is usually scored by the teacher using a key provided in the module.
3. Pretests will be retained in the teacher's folder of peer panel activities.
4. Copies of the pretest should be easily removed from the module and its replacement (for the next teacher's use) should be equally simple.

Outcomes:

1. The pretest presents a "set" for exposure to the content and indicates what is to be learned.

Advantages:

1. If not mastered, the teacher is then aware of the content to be learned--this might become a motivational factor for the teacher.
2. The pretest provides feedback to the teacher and the professor about the teacher's entry level into this knowledge area.

Possible Problem Areas:

1. Teachers may resent having to spend time on the pretest when they are certain they do not know the content of the module and will need to work through it.

2.4 Master Pretest?

Personnel:

1. Teacher
2. Professor

Purpose:

1. This is a decision point in the module--one either does not master the content and continues through the sequence, or one does master the pretest and moves to 2.6 and takes the post-test.

Process:

1. If the pretest is mastered, the teacher obviously does not need to spend any more time on the content of the module. The teacher moves to 2.6 and attempts the posttest. If the post-test is also mastered, the professor arranges for a classroom demonstration of the competency, and the teacher proceeds through the sequence. If the posttest is not mastered, the teacher returns to 2.5 and works through the module.
2. If the pretest is not mastered, then the module contains information unknown to the teacher and the teacher works through the module.

Advantages:

1. No time is wasted working on content that is inappropriate or already known.

Possible Problem Area:

1. If the content is not truly mastered either in the pretest or in the posttest, implementation of the content into classroom practice might prove difficult.

2.5 Work Through Modular Content

Personnel:

1. Teacher
2. Professor
3. Peer teachers

Purpose:

1. Same as in 2.2
2. This procedure is for gaining new knowledge.

Process:

1. Read module.
2. Utilize peer assistance (whenever directed) in planning, clarifying, and observing.
3. Utilize supervisor assistance in the above ways, as well as for evaluating the teacher's work.

Outcomes:

1. The module should generate enough new knowledge to prepare the teacher for a successful posttest and subsequent demonstrations in the classroom.

Advantages:

1. The teacher progresses through the module at his/her own pace. However, some guidelines for completion of the work are advisable.
2. The material can be repeated if the teacher wishes to go over it again.

Possible Problem Areas:

1. The teacher might think that simply reading the material in the module is sufficient for a demonstration of teaching behavior and fail to respond conscientiously to the study questions, activities and field experiences also included in the module.
2. Teachers prone to procrastination may find it difficult to carry the responsibility for completing the module promptly without being given a deadline.

3. The teacher may get into a module and realize its content is not consistent with his/her needs. A conference with the professor and assignment of another module would be in order.

2.5.1. Peer Panel Process

Personnel:

1. Peer teachers working through modules
2. Professor

Purpose: (Chapter Three contains a complete description of the peer panel process.)

1. Peers will assist each other by observing (on a behavioral level) a teacher to determine if objectives have been met and by providing feedback.
2. Peer panels will meet between professor visits to clarify and to work on modules (if so assigned).

Process:

1. Teachers choose peers as observers in their classrooms when modules direct them to do so.
2. Peers must never go into another teacher's room (to observe) unless invited.
3. The peer observation cycle (three essential steps) must be used as a process.

Outcomes:

1. The peer panel process fosters a colleagual relationship among teachers.
2. The teacher's progress through the modular content is facilitated.

Advantages:

1. The isolation of modular instruction is enhanced by the

association with peers who share a goal.

2. Time is not lost between professor visits when a difficulty presents itself, since the peer panel may be able to assist.
3. Peers who keep their own achievement records can reduce the amount of instructor time involved. As a result, a professor can effectively work with a large number of teachers.
4. Teachers become oriented toward cooperation rather than toward competition.

Possible Problem Areas:

1. If teachers are not shown (and made to understand) the difference between high and low inference assessment, there is a possibility that they could become involved in evaluation instead of measurement.

2.5.2 Seminars

Personnel:

1. Teachers
2. Professor
3. Central office staff

Purpose:

1. Seminars provide an opportunity for professors to present content in a large group setting.
2. Seminars give groups of teachers enrolled for credit in the same course an opportunity for discussion and sharing ideas. (Each may be working on a different module and competency area, but all may be enrolled for credit in one course, such as curriculum.)

Process:

1. The teachers have the responsibility to one another to

prepare for the seminars. The peer panel may assist in this.

2. Seminar experiences may or may not be directly related to the content of the modules.
3. Seminars may occasionally occur outside of the school system.
4. Central office personnel would need to assist in the coordination of the seminars, arranging for location, equipment, materials, etc.

Outcomes:

1. Seminars provide another opportunity to increase knowledge and understanding of content.

Advantages:

1. The seminar provides an opportunity to work in areas which constitute the content of a credit bearing course; while each teacher may be working on modules related to competencies, the seminar can provide the content for these competencies.
2. The seminars provide for large group interaction.

Disadvantages:

1. Seminars require additional time and scheduling both for teacher and professor.

2.5.3 Peer Panel Meetings

Personnel:

1. Teachers
2. Professor (possibly)

Purpose:

1. The panel can assist one another by clarifying content of modules.
2. The panel can set a format for recording, verifying, and updating achievement.
3. The meeting can provide a time for the panel to make the necessary arrangement for observations.

4. The meeting provides the panel with an opportunity for group interaction.

Process:

1. The panel leader (this can rotate) will prepare the agenda, set the date and place, notify all members, and lead the sessions.
2. The panel leaders should keep the principal informed of panel activities and invite him to attend.

Outcomes:

1. Same as 2.5.1

Advantages:

1. Same as 2.5.1

Possible Problem Areas:

1. Same as 2.5.1

2.5.4 Peer Assistance for Planning

Personnel:

1. Teachers

Purpose:

1. Not all assistance from peers need come in the form of observation. Some modules will direct the teacher to make plans for a lesson that meet certain specified criteria. To verify such procedure requires the assistance of a peer if the professor is not available.

Process:

1. Two teachers cooperate and work with planning.

Outcomes:

1. Same as 2.5.1

Advantages:

1. Same as 2.5.1

Possible Problem Areas:

1. Same as 2.5.1

2.5.5 Supervisor Conference (Both will be addressed together)

2.5.6 Supervisor Observation

Personnel:

1. Teacher
2. Professor

Purpose:

1. To observe the teacher's progress through the modular content.
2. To provide feedback to the teacher on classroom application of new knowledge.

Process:

1. For the observation, the three necessary activities of the peer observation cycle are employed; the pre-conference, the observation, and the post conference. In some instances it might be more convenient for both teacher and professor if the lesson were video taped in advance and the tape used for observation (with the pre-conference, viewing this tape together, and then the post conference for feedback).
2. The conferences are relative to the teacher's progress in the module, its activities, and application to the classroom.
3. The professor should observe as often as is necessary to provide sufficient feedback to the teacher on teaching behavior. Weekly observations seem to provide sufficient time for the teachers to prepare and insure against falling behind.

Outcomes:

1. These processes provide constant feedback: a teacher-revise-

reteach model is used to improve teaching competence.

Advantages:

1. Teachers are not allowed to slip unknowingly into poor teaching habits or misuse modular content. Poor teaching habits are detected and steps are taken toward correction in a short period of time.

Possible Problem Area:

1. Professors who neglect to make the necessary regular visits to the teacher are unaware of movement made in either a positive or negative direction.

2.6 Posttest on Knowledge of Modular Content

Personnel:

1. Teacher

Purpose:

1. The posttest is directly related to the content of the module and reflects the level of mastery the teacher has reached in gaining new knowledge. (Mastery is 100%)

Process:

1. (See item 2,3,4 under "Process" in 2.3)

Outcomes:

1. The difference between the pretest and posttest scores may indicate the amount of new knowledge (content) gained from module.

Advantages:

1. The teacher has a posttest to show that cognitive competence has been mastered.

Possible Problem Areas:

1. It is unlikely a teacher would attempt to fake mastery of the posttest, yet the possibility exists that it could happen,

in which case the teacher would undoubtedly find it difficult to master demonstration of competence in the classroom

2.7 Master Posttest:

Personnel:

1. Teacher
2. Professor

Purpose:

1. At this second decision point in the module, the teacher either masters the posttest and proceeds to apply the new knowledge in the classroom or, if not mastered, receives remedial modular experiences.

Process:

1. The posttest is attempted and, if mastered, is placed in the teacher's folder.
2. The teacher is then ready to be observed in the classroom.
3. If posttest is not mastered, the professor is notified and remedial experiences are planned (2.7.1).

Outcomes:

1. The teacher has evidence that the modular content has either been mastered or it has not.

Advantages:

1. The teacher knows how much knowledge has been gained from the module.

Possible Problem Areas:

1. Again--cheating on the posttest to save time can cost (in time) when attempts are made to use effectively the knowledge in the classroom.

2.7.1. Select Remedial Modular Experiences

Personnel:

1. Professor

Purpose:

1. The content must be mastered to acquire the knowledge; thus, remediation is in order.

Process:

1. Determine the weaknesses in the posttest response to determine where the problem is.
2. Review Competency-Module Index for other available modules. (Parts of other modules may be useful.)
3. Assign new modular experiences and have teacher work through them (2.5).

Outcomes:

1. The mastery of content which is directly related to performance indicators is accomplished.

2.8 Apply Knowledge of Content in Classroom

Personnel:

1. Teacher
2. Professor
3. Peer teacher

Purpose:

1. Practical application of new knowledge is necessary to determine if competency has been achieved. (It must be assumed that the competence will be demonstrated whenever appropriate.)

Process:

1. The teacher may have already demonstrated some understanding of content in the classroom, as the modules often include classroom demonstrations of the content as it is presented. Peers could have been involved in observing these early demonstrations.
2. Many competency areas require skills which could take a period of

time to develop. In some cases the skills may be broken into several subskills which must be mastered one at a time before the teacher can begin to demonstrate competence in an area.

3. If the teacher wishes, the first attempt at demonstration of competence may include only the peer teacher or only the professor. Feedback here could serve to sharpen the teacher's demonstration at a later date when the full team is present.
4. Plans, procedures, objectives, etc. should be discussed with the professor prior to an observation by the entire team.

Outcomes:

1. These demonstrations of competence verify the posttest results and indicates that the teacher is able to put knowledge into practice to improve teaching.

Advantages:

1. The teacher knows throughout the instructional sequence that this time is coming; thus, there is a concern for application of knowledge at every possible step.

Possible Problem Areas:

1. It is possible that a teacher could have difficulty translating knowledge into practice, even when planning for the demonstration indicates the teacher "understands" the content. If field activities are included throughout the module, this possibility would be lessened.

Postassessment

3.1 Supervisor Observes Classroom Application

Personnel:

1. Teacher
2. Professor
3. Peer and principal (if full team is used)

Purpose:

1. Course credit is awarded on the basis of acquired competence; the professor is responsible for this decision.

Process:

1. The peer observation cycle with full team may be employed.
2. Teacher receives feedback (in writing) after the demonstration. This written form also includes team recommendations. (The suggested format for this form is found in the Appendix.)

Advantages:

1. The teacher's ability to utilize feedback is sharpened.

Possible Problem Areas:

1. The quality of the demonstration is directly related to the quality of the objectives for the lesson and the criterion level of performance agreed upon by the teacher and professor.

3.3 Can Credit be Awarded?

Personnel:

1. Professor

Purpose:

1. This is a competency-based, field-oriented experience for academic credit.

Process:

1. If the successful completion of this module culminates in a total program of experiences equivalent to the on-campus course, credit may be awarded.
2. If not, the teacher must continue in the program and go to 3.4.

3.3.1 Award Credit

Personnel:

1. Professor

Purpose:

1. The teacher has demonstrated competence.
2. The teacher is enrolled for course credit.

Process:

1. The teacher is given a form indicating the level of competency (mastery, superior, or incomplete).
   a. Mastery is the minimum acceptable level of competence. The criterion level of performances agreed upon at beginning of the process is the minimum acceptable level--usually a "B."
   b. Superior is for those who far exceed mastery--usually an "A."
   c. An incomplete is given when end of quarter requirements on campus demand that some indication be made on status in the course, but the teacher has not adequately completed the instructional program.
   d. In a competency-based program there are no failures.

Possibilities for Modification:

1. Credit bearing experiences directed by professors are limited to a population concerned with recertification or a degree. However, a population concerned with continuing staff development could use this model by substituting a local supervisor (curriculum director, principal, etc.) for the professor and eliminating both 3.3 and 3.3.1. A teacher would then move from 3.2 directly to 3.4 and recycle. This process could be continued indefinitely.

3.4 Select New Indicators or Competency Area

Personnel:

1. Teacher
2. Professor

Purpose:

1. One module probably would not be equal to the expectations for course credit--either in time or effort. This decision would be made by the professor and would be based on that person's judgment of how much work constituted course credit.

Process:

1. Most teachers will complete several modules and recycle each time, by-passing 3.3.1.
2. The teacher and professor reassess strengths and weaknesses and select another performance indicator (in the same competency area), or they select a new competency area if necessary.
3. The teacher may refer to the Checklist (1.1) again.
4. The process recycles to 2.2, and the professor selects and assigns a new module.

When the teacher reaches 3.3.1 and receives college credit, he/she has then completed the instructional sequence. The model is designed, however, to be a continuing experience of skill development with the teacher achieving competence in other areas. Once college credit is awarded, the teacher could easily continue with professional improvement by recycling to 2.2 and, under the direction of staff development, continue with the instructional sequence.

VI

CONTINUING WITH STAFF DEVELOPMENT

As teachers progress through the instructional sequence of this model, they will gain skills in the management of their professional growth and development. They will be effective in the facilitation of the total peer panel process, including that of providing objective feedback and support to peers. In addition, teachers will have teamed with professors and principals to improve the quality of the learning experience for students. The total effect of these experiences could hold considerable potential for continuing staff development.

Teachers who are capable of conducting the peer panel as a management system will have undertaken the responsibility for their personal professional growth as well as the professional growth of their colleagues. In the field test of this model, observers noticed that teachers, after a time, exhibited a definite concern for the professional growth of other panel members. Where a competitive atmosphere (with very little sharing) had once prevailed, there was, instead, an atmosphere of caring and cooperation. The teacher's attitude toward mutual assistance and support would probably continue to some degree after completion of the structured program (with college credit). However, a wise principal might take steps to insure that the opportunity to engage in the process continued to be a part of each teacher's inservice experience, allowing the teachers to retain the colleagual relationship fostered by the peer panel process.

The peer panel process requires some kind of input in order to

produce improved teaching behavior. This input (or content) could continue to take the form of modules. The modules may be purchased and used as they are, they may be revised and adapted to meet more specific needs, or perhaps new modules may be written. In the latter case, a building principal and the teachers might jointly identify specific school (or pupil) needs which also address the stated systemwide needs. Together they could plan a program for meeting the needs and employ the processes described in this model. A competent teacher would also be the intended product of continuing staff development.

The supervisor assisting the peer panels might be the building principal or, perhaps, the curriculum director. Their task would be much the same as that of the "professor" described in this model. In some instances a department chairman (secondary) might assume the role. This would most likely be a facilitative role, offering support and guidance as needed. In the event a group of teachers might need college credit in the same course, they could again become associated with the college and the professor, receive more highly structured materials and experiences, and receive the required credit in the course, later returning to a staff development mode.

Building principals and teachers who have experienced a team effort, through the peer observation cycle, to improve teaching skills can continue to build on this cooperative relationship. In most cases principal and teacher will have established an open line for communication which could continue to serve as a means for an unending effort to upgrade and enhance classroom teaching and learning.

Local school systems wishing to move beyond the instructional sequence of this model to a continuing program of staff development will find that the transition will be, for the most part, relatively

uncomplicated. The rationale for such a move needs not require extra attention; teachers already know what procedures will be followed, how much time will be involved, and what they will personally gain. The task of selling teachers on staff development for professional growth will be accomplished when they are involved in the instructional sequence. No additional time need be devoted to acquiring the skills necessary for the peer panel or observation processes. The exception would be with the new teachers entering the system. A modified orientation for new teachers could be conducted once a year, perhaps during the fall term preplanning period.

Within a school system, then, all teachers could be involved with staff development through the peer panels, with certain panels enrolled (as needed) for credit with a cooperating college. These panels would be operating within the guidelines of the instructional sequence, but they would fall back into the system staff development program after completion of working for college credit.

It is likely that all peer panels, whether under a local inservice program or enrolled for college credit, will be mainly concerned with improving teaching skills as they relate to local system needs. The essential difference between the panels earning college credit and those operating as staff development would be in the amount of structured activity and depth of that activity. Supervision of teachers and the peer panels would also differ, with college personnel assuming the role if credit were to be awarded.

The essential components in this model for a competency-based, field-oriented inservice teacher education program would appear to provide some of the necessary elements for a viable program of staff development.

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DEFINITIONS

Competence

Adequacy for the task. Teachers who possess the knowledge, skill, and attitudes which will enable them to teach effectively and demonstrate competence in their teaching. (Weber, Cooper, and Houston, 1973)

Competencies

The specified attitudes, understandings, behaviors, and consequences which designers of a program believe a teacher must be able to demonstrate in order to effectively facilitate the intellectual, social, emotional and physical growth of the learner. (Cooper and Weber,1973)

Competency-based Teacher Education

A competency-based teacher education program is one which specifies the competencies to be demonstrated by the student, makes explicit the criteria to be applied in assessing the student's competencies, and holds the student accountable for meeting those criteria. (Cooper and Weber, 1973)

Criterion Level of Performance

The expected behaviors and/or products which are to be used as a standard for arriving at teacher competence are set in writing prior to beginning the instructional process. The quality of the expected performance and/or products is also set at this time. This record is used by the peer observation cycle team to determine if and when a teacher has reached the desired level of competence.

Facilitator of Staff Development

Local system personnel responsible for a continuing program of professional growth for teachers.

Field-oriented (Field-centered, Field-based)

Major components of the instructional sequence model take place in the field setting. Teachers may read instructional modules and plan outside of the school, but all demonstration of competence are with students in the teachers' own classroom.

Enabler

An enabler is a learning activity which assists the learner in acquiring a competency. (Charles Johnson, 1974)

High Inference

High inference requires one to infer one thing from another. A value judgment is made. (Lawrence and Branch, 1974)

Individualization (Individualized Instruction)

Individualization presents the learner with self-paced, self-instructional materials (usually modules) designed to address specific objectives. The learner is not necessarily involved in the selection of the objectives nor is there necessarily a wide choice of learning experiences each of which lead to the objectives.

Local Educational Needs

Those educational needs identified by the community through a needs assessment.

Low Inference (Measurement)

Low inference measurement requires one to report data without making judgments (unless they are low order) and with little or no inferring. (Lawrence and Branch, 1974)

Mastery Learning

"Mastery learning rests on the fact that most students can learn and that an instructor has the responsibility for working with individuals until they do learn." (Hall and Jones, P.9, 1976)

Module (Instructional Module)

A module is a set of learning activities or experiences designed to enable the teacher to acquire and demonstrate competence. Modules are self-instructional and personalized to the individual teacher's needs.

Peer Observation Cycle

The peer observation cycle is a process which provides a teacher with immediate feedback on his/her teaching behavior and is based on objectives set by the teacher. The observation of teaching behavior (and subsequent feedback) is performed by a team made up of the teacher to be observed, a peer chosen by that teacher, a professor (or supervisor) and the building principal.

Performance Indicator

Performance indicators are used to determine whether or not (or the extent to which) a competency is being or has been performed. Indicators may be classified four ways:

1. A directly observable on-the-job behavior associated with the competency.
2. A directly observable feature of the product in process associated

with the competency.

3. A product (object, described process, written thought) which is created by the application of the competency.
4. A product of a contrived situation (such as the result of a test). (Charles Johnson, 1974)

Personalization (Personalized Instruction)

Personalization employs the process of individualization of instruction but extends the learning experience beyond that of merely working independently to the extent that the learner is included in the selection of both the objectives and the means of attaining them.

Supervisor

When the instructional sequence model is in operation with teachers working for college credit, the supervisor is the professor assigned to work with those teachers. When the model is operating as staff-development, the supervisor may be the building instructional leader, a department chairman, or the curriculum director.

Trained Local Personnel

Those who are skilled in the processes of the peer panel and the peer observation cycle and are thoroughly familiar with the instructional sequence. These people function in the place of a professor when the model is being used for continuing staff development.

APPENDIX

A. Competency-Indicator Profile and Contract Record. 84

B. Baseline Checklist 99

C. Peer Observation Cycle Teacher Report Form. 107

D. Competency-Module Index 110

E. Evaluation Form 121

APPENDIX A

COMPETENCY-INDICATOR PROFILE AND CONTRACT RECORD

COMPETENCY-INDICATOR PROFILE
AND CONTRACT RECORD

Teacher _____
School _____
Supervisor _____
Date _____

OBSERVATIONS

1	2	3

1.00 Determines learner needs

INDICATORS:

1.01 Uses teacher-made diagnostic tests

1.02 Administers and interprets standardized diagnostic tests

1.03 Designs and/or uses criterion-referenced tests

1.04 Maintains a record of the learner's skill and knowledge level, his progress toward learning objectives, and data to support this

PROFILE OF CHECKLIST RESPONSES

N	S	F	AA	A	NA	
						a. 1.01
						a. 1.02
						b.
						a. 1.03
						b.
						c.
						a. 1.04
						b.

ENABLERS:

1. Uses individual differences among learners (e.g. interests, values, culture, and soci-economic background) to determine learner needs

2. Observes and records learners' performance in daily instructional tasks

3. Analyzes learners' performance to determine level of mastery

4. Consults with other teachers and specialists about the instructional needs of the learner for diagnostic purposes

5. Discusses with the learner his instructional needs and assists him in defining his educational objectives

6. Tells the learner about the adequacy, acceptability, completeness or correctness of student response and gives direction to assist the learner toward improved performance.

7. Revises instructional activities as a result of assessed student progress

OTHER APPROPRIATE ENABLING ACTIVITIES:

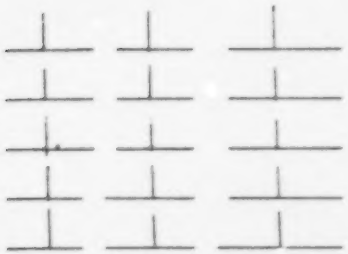
8.

CRITERION LEVEL OF PERFORMANCE

Take each indicator separately and state in specific behavioral terms what behaviors, materials, activities, etc. observers will be looking for during observations. Include the quality or level of demonstration that is expected. This sheet will be used by the observation team to determine that competence has been achieved at the prescribed level of performance. (Use back of sheet or attach others if necessary.)

Teacher _____
School _____
Supervisor _____
Date _____

OBSERVATIONS
1 2 3



2.00 Creates and manages an environment conducive to learning

INDICATORS:

2.01 Sequences learning activities and experiences effectively

2.02 Establishes motivation for the learner

2.03 Uses positive reinforcement techniques with the learner

2.04 Organizes hardware and software for effective instruction

2.05 Demonstrates effective classroom communication skills concerning what is to be learned

PROFILE OF CHECKLIST RESPONSES

N	S	F	AA	A	NA	
						a. 2.01
						b.
						a. 2.02
						b.
						c.
						a. 2.03
						b.
						c.
						d.
						a. 2.04
						b.
						c.
						d.
						a. 2.05
						b.
						c.
						d.

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ENABLERS:

1. Plans for routine tasks (taking roll, collecting money, sharpening pencils, keeping attendance records, supervises playground activities, keeps room neat, conducts fire drills, etc.)
2. Uses routine tasks as learning experiences
3. Keeps records of attendance
4. Plans activities with the learner
5. Manages disruptive behavior effectively
6. Monitors interaction among learners
7. Communicates excitement about that which is to be learned by the pupils
8. Plans special projects with individual students

97

OTHER APPROPRIATE ENABLING ACTIVITIES:

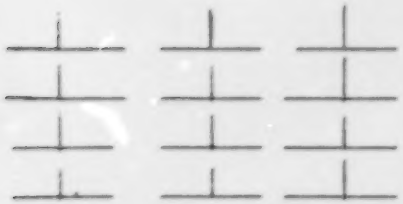
CRITERION LEVEL OF PERFORMANCE

Take each indicator separately and state in specific behavioral terms what behaviors, materials, activities, etc. observers will be looking for during observations. Include the quality or level of demonstration that is expected. This sheet will be used by the observation team to determine that competence has been achieved at the prescribed level of performance. (Use back of sheet or attach others if necessary.)

Teacher _____
School _____
Supervisor _____
Date _____

OBSERVATIONS

1 2 3



3.00 Reacts with sensitivity to the emotional and physical needs of the learner

INDICATORS:

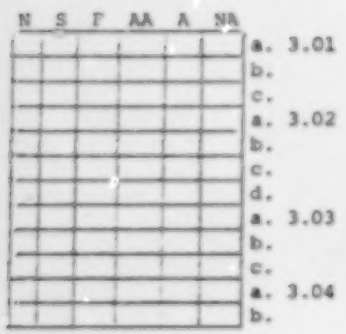
3.01 Exhibits a positive attitude toward others

3.02 Deals with problems in a rational way

3.03 Uses democratic principles

3.04 Encourages the learning efforts of the students

PROFILE OF CHECKLIST RESPONSES



ENABLERS:

1. Exhibits enjoyment, sincerity, respect, and enthusiasm when interacting with students
2. Is aware of and is able to cope with prejudices
3. Accepts the feelings and behaviors of others as meaningful whether or not they agree with the teacher's feelings
4. Avoids favoritism among students
5. Provides an open, nonthreatening atmosphere in which the learner feels free to respond to questions and to ask questions

OTHER APPROPRIATE ENABLING ACTIVITIES:

6.

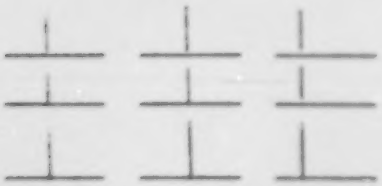
CRITERION LEVEL OF PERFORMANCE

Take each indicator separately and state in specific behavioral terms what behaviors, materials, activities, etc. observers will be looking for during observations. Include the quality or level of demonstration that is expected. This sheet will be used by the observation team to determine that competence has been achieved at the prescribed level of performance. (Use back of sheet or attach others if necessary.)

Teacher _____
School _____
Supervisor _____
Date _____

OBSERVATIONS

1 2 3



4.00 Organises and designs an instructional program for the learner

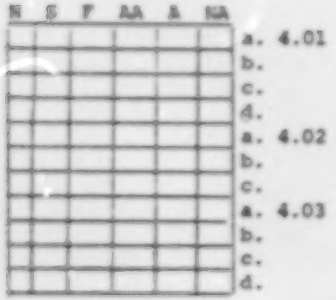
INDICATORS:

4.01 Identifies class and individual learner objectives

4.02 Organizes instruction and learning activities around the stated objectives

4.03 Employs a variety of evaluative techniques to determine progress toward attaining objectives (such as criterion-referenced tests, standardized tests, etc.)

PROFILE OF CHECKLIST RESPONSES



ENABLERS:

1. Provides learners with alternative materials and learning activities
2. Utilizes remedial materials and activities throughout instruction
3. Analyzes learner feedback to revise activities and plans
4. Employs a variety of criteria by which learners can be grouped
5. Includes use of resource persons and special resource materials in lesson plans
6. Refers to catalogues, files, etc. to select materials
7. Obtains textbooks and other resource books (library, etc.) for use in the instructional program
8. Procures language, math, science, social studies; etc. kits for use in the instructional program
9. Gathers and utilizes the various media for use in the instructional program
10. Plans field trips to extend learning opportunities
11. Constructs visual aides for instructional program using all resources

(Continued)

(Continued)

12. Orders paper, pencils, and other supplies needed for the instructional program

OTHER APPROPRIATE ENABLING ACTIVITIES:

13.

CRITERION LEVEL OF PERFORMANCE

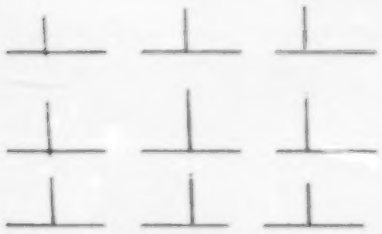
Take each indicator separately and state in specific behavioral terms what behaviors, materials, activities, etc. observers will be looking for during observations. Include the quality or level of demonstration that is expected. This sheet will be used by the observation team to determine that competence has been achieved at the prescribed level of performance. (Use back of sheet or attach others if necessary.)

93

Teacher _____
School _____
Supervisor _____
Date _____

OBSERVATIONS

1 2 3



5.00 Employs a variety of teaching techniques as appropriate to the instructional situation

INDICATORS:

5.01 Uses appropriate instructional techniques to include a wide variety of individualized instruction, programmed instruction, games, and simulation experiences

5.02 Employs both lower and higher order questioning techniques

5.03 Is able to select from a repertory of teaching models one which is appropriate to the teaching/learning situation

PROFILE OF CHECKLIST RESPONSES

N	S	F	AA	A	NA	
						a. 5.01
						b.
						c.
						d.
						e.
						a. 5.02
						b.
						c.
						d.
						e.
						f.
						g.
						a. 5.03
						b.
						c.

ENABLERS:

1. Uses flexible large and small group work for instructional purposes
2. Encourages students to help each other in learning activities
3. Keeps physical facilities flexible for different instructional experiences
4. Uses learning centers when appropriate
5. Places materials in locations that are accessible to the learner
6. Provides opportunities and materials for students self-instruction and enrichment
7. Encourages students to identify and manage routine tasks themselves and to monitor their own task completion
8. Plans for and encourages students' use of library
9. Encourages student projects
10. Provides opportunity for students to learn and practice logical thought processes
11. Practices the use of several teaching models

OTHER APPROPRIATE ENABLING ACTIVITIES:

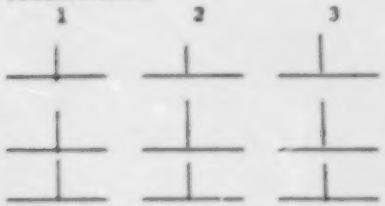
12.

CRITERION LEVEL OF PERFORMANCE

Take each indicator separately and state in specific behavioral terms what behaviors, materials, activities, etc. observers will be looking for during observations. Include the quality or level of demonstration that is expected. This sheet will be used by the observation team to determine that competence has been achieved at the prescribed level of performance. (Use back of sheet or attach others if necessary.)

Teacher _____
School _____
Supervisor _____
Date _____

OBSERVATIONS



6.00 Demonstrates professionalism

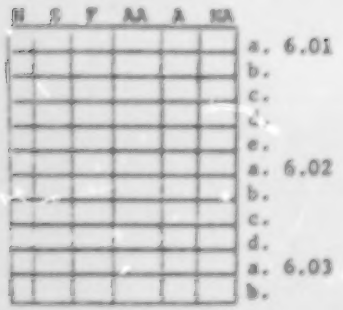
INDICATORS:

6.01 Demonstrates knowledge of the content area taught and is able to relate this knowledge to students

6.02 Seeks to improve professional competence

6.03 Works effectively with administrators, peer teachers, paraprofessionals, and parents

PROFILE OF CHECKLIST RESPONSES



ENABLERS:

1. Relates particular content area to entire school curriculum
2. Understanding the scope and sequence of particular content areas is evidenced in both daily and long range planning
3. Utilizes sources of current professional knowledge to update teaching skills
4. Evaluates teaching procedures with a view toward self-improvement
5. Videotapes teaching activities in order to analyze aspects of teaching style
6. Utilizes coded instruments to analyze classroom interaction
7. Utilizes audio recordings of lessons to study questioning procedures and other verbal interaction
8. Observes peer teachers during their instructional activities
9. Devises a plan of professional growth and works toward its attainment
10. Asks peers and supervisors to evaluate teaching procedures and materials
11. Participates in faculty and school system meetings
12. Attends inservice training sessions and professional conferences
13. Explains school program to parents and other interested parties

(Continued)

(Continued)

14. Confers with parents in order to interpret progress of child

15. Accepts "out of class" responsibilities and assignments

OTHER APPROPRIATE ENABLING ACTIVITIES:

16.

CRITERION LEVEL OF PERFORMANCE

Take each indicator separately and state in specific behavioral terms what beheviors, materials, activities, etc. observers will be looking for during observations. Include the quality or level of demonstration that is expected. This sheet will be used by the observation team to determine that competence has been achieved at the prescribed level of performance. (Use back of sheet or attach others if necessary.)

APPENDIX B

BASELINE CHECKLIST

BASELINE CHECKLIST

Teacher _____

School _____

Date _____

Supervisor _____

Please respond to each item by indicating as follows:

N - never
S - seldom
F - frequently
AA - almost always
A - always
NA - not applicable

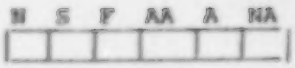
Use the not applicable (NA) column to indicate the item is not generally believed appropriate for your subject area or grade level.

1.00 Determines learner needs

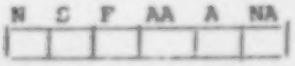
			N	S	F	AA	A	NA
1.01	a.	Do you use self-constructed diagnostic tests? (A diagnostic test is used to determine strengths and weaknesses prior to instruction.)						
1.02	a.	Do you read and follow the test manual for a standardized test?						
1.02	b.	Do you preview the standardized diagnostic test and its stated objectives to insure that the data you receive is consistent with <u>your</u> teaching objectives?						
1.03	a.	When using a criterion-referenced test, do you give the students a list of objectives they must achieve <u>before</u> you begin instruction?						
1.03	b.	When using a criterion-referenced test, do you base your test items on the stated objectives?						
1.03	c.	When using a criterion-referenced test, do you design your test <u>before</u> you begin instruction?						
1.04	a.	Do you maintain a profile sheet of the learner's performance on instructional tasks based on a <u>weekly</u> evaluation?						
1.04	b.	How often do you discuss with the learner his instructional needs and assist him in defining his educational objectives?						

2.00 Creates and manages an environment condusive to learning

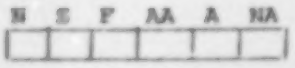
2.01 a. Do you pace your student's activities from quiet self-study to louder group activities by providing a variety of noise levels within any one-hour time frame?



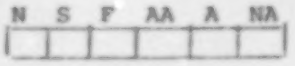
2.01 b. Do you digress from your lesson plan when an impromptu need suddenly presents itself?



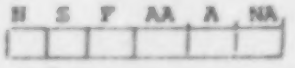
2.02 a. Do you plan school assignments and activities so they relate to situations beyond the classroom?



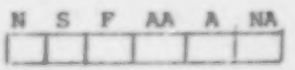
2.02 b. Do you include the student and his ideas when planning for instruction?



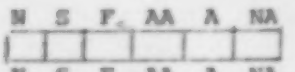
2.02 c. Do you have the students evaluate with you what has been accomplished at the end of a day (or lesson)?



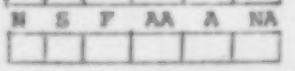
2.03 a. Do you reward acceptable behavior with praise (or tokens)?



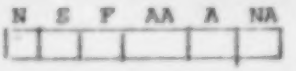
2.03 b. Do you administer positive reinforcement immediately?



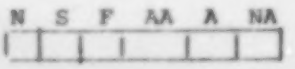
2.03 c. Do you ignore undersirable behavior?



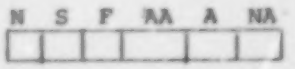
2.03 d. When a student consistently misbehaves, do you attempt to identify the cause of the misbehavior and deal with it within the framework of an accepted theory?



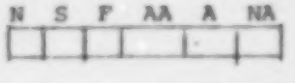
2.04 a. Do you use motion pictures, filmstrips, etc. as a <u>substitute</u> for your teaching?



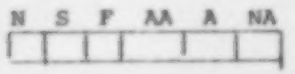
2.04 b. How often do you make an effort to obtain special resource materials to enhance your teaching? ("Frequently" would indicate this happens at least once a week.)



2.04 c. Do you take the initiative and request resource materials (hardware and software) to be purchased or rented well in advance of the date they are needed?



2.04 d. When using visuals, do you make <u>certain</u> all students can see the presentation?



2.05 a. Do you have your students "repeat" your instructions to check for their understanding?

N	S	F	AA	A	NA

2.05 b. When a student gives what appears to be an irrelevant answer do you accept that answer and ask him to extend his response to explain what he means?

N	S	F	AA	A	NA

2.05 c. Do you allow students to exchange ideas (concerning subject matter) with each other while you act as an observer?

N	S	F	AA	A	NA

2.05 d. When you have "class discussion", will the students be looking at you and addressing all of their comments directly to you, even though they may be responding to a fellow student?

N	S	F	AA	A	NA

3.00 Reacts with sensitivity to the emotional and physical needs of the learner

		N	S	F	AA	A	NA
3.01 a.	Do you make it a point to smile at your students (individually) sometime during each day?						
3.01 b.	Do you include a touch of humor in your lesson plans?						
3.01 c.	Can you accept "kidding" from your students without having to show any authority?						
3.02 a.	Do you consider the alternatives and outcomes of a disruptive situation before acting?						
3.02 b.	Are classroom rules enforced regardless of circumstances?						
3.02 c.	Do you accept certain behaviors (disruptive) from some students but not from others?						
3.02 d.	Do you postpone dealing with a problem until both you and the student have had a chance to think about it?						
3.03 a.	Do students help determine classroom rules?						
3.03 b.	Do classroom rules equally affect each member of the class?						
3.03 c.	Are students allowed to express freely their feelings and ideas?						
3.04 a.	Do you repeat directions gladly if students show difficulty in understanding?						
3.04 b.	Assuming everyone is prejudiced to some degree, how often is your effectiveness as a teacher influenced by prejudices?						

4.00 Organizes and designs an instructional program for the learner

		N	S	F	AA	A	NA
4.01 a.	In every teaching unit you undertake, do you have a written goal that you expect the class to achieve?						
4.01 b.	In every teaching unit you undertake, do you have written (specific) objectives that are designed to lead your class toward the goal?						
4.01 c.	Do you have an individual goal for each student (that which you wish him to achieve by the end of the unit, or perhaps the end of the year)?						
4.01 d.	When individual differences deem it necessary, do you prepare specific objectives for those students- in addition to or in place of the total class objectives?						
4.02 a.	Do you write your instructional goal and the specific objectives to reach that goal before you organize instruction or select learning activities?						
4.02 b.	Do you provide for several different approaches to achieving a learning objective?						
4.02 c.	How often do students in your class arrive at the terminal point of a lesson having had individually unique (or different) learning experiences and/or materials?						
4.03 a.	Do you, at the end of each lesson (or day), quickly review the written objectives and determine how much progress has been made toward their achievement at that point?						
4.03 b.	Is each student's progress toward his individual goal considered when evaluating his daily work?						
4.03 c.	Do you rely solely upon test scores (or written work) to determine the progress your students are making in achieving the written objectives of the unit (or lesson)?						
4.03 d.	Do you utilize the review of objectives as feedback to modify or revise your next lesson.						

5.00 Employs a variety of teaching techniques appropriate to the instructional situation

		N	S	F	AA	A	NA
5.01 a.	How often do you use large group instruction?						
5.01 b.	How often do you use small group instruction?						
5.01 c.	How often do you use programmed texts,games or simulation experiences?						
5.01 d.	How often do you prepare (or purchase) individual learning activity packages?						
5.01 e.	Do students express interest in the activities provided by the teacher?						
5.02 a.	How often do you use questioning in instruction?						
5.02 b.	Do you ask questions which require more than a "yes" or a "no" answer?						
5.02 c.	Do you use questions which require more than recall or memory responses?						
5.02 d.	Do your questions logically lead to other questions?						
5.02 e.	Do you use questions which require students to express their feelings?						
5.02 f.	Do you use questions for which there are no right or wrong answers?						
5.02 g.	In questioning, do you accept incorrect answers in a nonpunitive manner?						
5.03 a	How often do you use an inductive teaching strategy?						
5.03 b.	How often do you use a deductive teaching strategy?						
5.03 c.	How often do you determine which teaching stratety to use by analyzing the kind of concepts to be learned?						

6.00 Demonstrates professionalism

		N	S	F	AA	A	NA
6.01 a.	How often do you revise and update the teaching units you use?						
6.01 b.	How often do you check the concepts you teach against the most up-to-date information on those concepts?						
6.01 c.	How often do the students tell you they feel they understand what they are learning?						
6.01 d.	How often do you have students who do below-average work?						
6.01 e.	As a teacher, do you feel obligated to raise the below average work to a higher level?						
6.02 a.	When you complete coursework in a subject area, do you assume that there is probably nothing else you need ever explore in order to teach that subject?						
6.02 b.	Do you read professional journals and new books in your subject area or field for the purpose of keeping current professionally?						
6.02 c.	Do you attend professional meetings concerned with your subject matter area?						
6.02 d.	Do you have your students evaluate you as a means of gaining insight into your teaching?						
6.03 a.	Do you find active involvement in inservice training a worthwhile professional activity?						
6.03 b.	Do you ask your superiors to evaluate your work and make detailed suggestions?						

APPENDIX C

PEER OBSERVATION CYCLE TEACHER REPORT FORM

PEER OBSERVATION CYCLE

TEACHER REPORT FORM

Name _____

Observation Date _____

Observers _____

This form utilizes a peer observation cycle and is designed for use during the initial observation as well as during all subsequent observations. A copy of this form should be given to the teacher at the end of the cycle.

I. Pre-observation conference with teacher. (5 minutes)
Groundrules for guests in the classroom:

Objectives:
For students:

For teacher:

Will the team be able to determine if the objectives were met during the observation period?

Teacher requests additional feedback on:

II. Pre-observation strategy session. (5 minutes)
Assignment of observation tasks to each member of the observation team:

III. Observation of teacher in classroom. (20 - 30 minutes)
(Note arrival and departure times)

IV. Post-observation session. (15 - 20 minutes)
Reconstruction of events (no opinions):

Strategy Session:
Where objectives met?
What should be reported to the teacher and who will report it?

V. Post-observation Conference. (15 - 20 minutes)
Teacher's Comments:

Observer's Comments:

Recommendations:

APPENDIX D

COMPETENCY-MODULE INDEX

COMPETENCY-MODULE INDEX

Modules utilized in the development of the instructional sequence:

CODE		
UTEP	University of Texas at El Paso	College of Education University of Texas at El Paso
P	Protocol Materials	University of South Florida Tampa, Florida 33620
FM	Florida Modules on Generic Teaching Competencies	Florida Center for Professional Development Materials Florida Department of Education 506 Knott Building Tallahassee, Florida 32304
TEM	Teacher Education Modules	Florida Department of Education 506 Knott Building Tallahassee, Florida 32304
PH	Prentice-Hall Teacher Competency Development System	Prentice Hall, Inc. Engelwood Cliffs, New Jersey
M	Minicourses	Macmillan Educational Series 866 Third Avenue New York, New York
O*	Oregon Teaching Center	Oregon Teaching Center 4700 West Antler Avenue Redmond, Oregon 97756
W*	Wilkit	Weber State IPT Program Weber State College 3750 Harrison Blvd. Ogden, Utah 84403
SRA*	Self Development Program	Prismatic International, Inc. 2041 Rosecrans Avenue Continental Park El Sequando, California 90245

* Modules which do not meet the "Criteria for Modules", but require special materials not available outside of the resource center where they were developed. They may contain some useful materials, however.

COMPETENCY-MODULE INDEX

1.00 Determines Learner Needs

Performance Indicator

1.01 Uses teacher-made diagnostic tests

UTEP-I-B-2	UTEP-I-B-4	UTEP-I-B-6	UTEP-I-B
UTEP-I-B-3	UTEP-I-B-5	UTEP-I-B-7	

1.02 Administers and interprets standardized diagnostic tests

UTEP-II-B-7	UTEP-I-G-2
UTEP-I-G-1	UTEP-I-G-3
	UTEP-I-G-4

1.03 Designs and/or uses criterion-referenced tests

UTEP-I-A-7	UTEP-I-B-3	PH-2	PH-4
UTEP-I-B-2	UTEP-I-B-8	PH-3	

Generally Useful

Wiegand-1	Wiegand-2	Test Service Notebook #34

Enabler

1. Uses individual differences among learners to determine learner needs

UTEP-I-A-7	UTEP-I-D-5	UTEP-I-D-7	FM-2-A*	TEM-II-1
UTEP-I-C-4	UTEP-II-B-7	UTEP-II-B-8	FM-4-A	PH-1

2. Observes and records learner's performance in daily instructional tasks

UTEP-I-A-7	UTEP-I-B-3	FM-13-B
UTEP-I-B-2	UTEP-I-B-4	

3. Analyzes learner's performance to determine level of mastery

UTEP-I-A-7	UTEP-I-B-3	FM-13-B
UTEP-I-B-2	UTEP-I-B-4	*TEP-A-2

* Module contains consumable materials

4. Consults with other teachers and specialists about the instructional needs of the learner for diagnostic purposes

UTEP-I-C-3	UTEP-II-B-7	FM-10-B*	
UTEP-I-C-4	UTEP-II-B-8	FM-13-B	

5. Discusses with the learner his instructional needs and assists him in defining his educational objectives

UTEP-I-C-2	UTEP-I-D-6	FM-14-A	TEM-II-1*
UTEP-I-D-5	UTEP-I-D-7	FM-4-A	

6. Tells the learner about the adequacy, acceptability, completeness, or correctness of student response and gives direction to assist the learner toward improved performance

P-Feedback (Utah State)	FM-14-A	P-Praise and Corrective Feedback
UTEP-I-D-7		

7. Revises instructional activities as a result of assessed student progress

2.00 Creates and manages an environment conducive to learning

Performance Indicator

2.01 Sequences learning activities and experiences effectively

UTEP-I-A-5	UTEP-I-C-3	UTEP-I-D-3	UTEP-II-A-17
UTEP-I-A-7	UTEP-I-C-5	UTEP-II-A-16	TEM-IV-3*
TEM-IV-4*	TEM-V-5*	FM-4-A	UTEP-I-C-1

2.02 Establishes motivation for the learner

UTEP-I-A-2	UTEP-II-A-15	W-13
UTEP-II-A-9	UTEP-11-A-17	

2.03 Uses positive reinforcement techniques with the learner

UTEP-II-A-9	UTEP-II-A-15	UTEP-II-A-17	UTEP-II-A-11

2.04 Organizes hardware and software for effective instruction

UTEP-I-A-7	TEM-IV-4*	TEM-IV-3*	UTEP-I-E-1
UTEP-I-C-3	TEM-IV-2*	TEM-V-5*	

2.05 Demonstrates effective classroom communication skills concerning what is to be learned.

* Module contains consumable materials

Generally Useful

O-Classroom Discipline UTEP-II-B-9 UTEP-II-B-12

Enabler

1. Plans for routine tasks (taking roll, collecting money, sharpening pencils, keeping attendance records, supervises playground activities, keeps room neat, conducts fire drills, etc.)

   UTEP-I-C-3

2. Uses routine tasks as learning experiences

3. Keeps records of attendance

4. Plans activities with the learner

   UTEP-I-D-5 FM-2-A*
   UTEP-II-A-16 P-Using Student Ideas

5. Manages disruptive behavior effectively

   UTEP-II-A-12 UTEP-II-A-18 TEM-1 O-Student Discipline
   UTEP-II-A-13 PH-16 FM-13-A

6. Monitors interaction among learners

   UTEP-II-A-18 FM-8-C* P Group Process P-Extension

7. Communicates excitement about that which is to be learned by the pupils.

   UTEP-I-A-3 TEM-V-3* P-Emphasis

8. Plans special projects with individual students

   UTEP-I-D-5

3.00 Reacts with sensitivity to the emotional and physical needs of the learner

Performance Indicator

3.01 Exhibits a positive attitude toward others

TEM-V-3* O-Attitude Change O-Non-verbal Communications

3.02 Deals with problems in a rational way

FM-13-A

*Module contains consumable materials

3.03 Uses democratic principles

P-Using Student Ideas P-Group Process

3.04 Encourages the learning efforts of the students

P-Encouragement

Generally Useful

UTEP-II-B-7	UTEP-II-B-11	FM-14-A	PH-5
UTEP-II-B-10	UTEP-II-B-12	W-5	

Enabler

1. Exhibits enjoyment, sincerity, respect, and enthusiasm when interacting with students

2. Is aware of and is able to cope with prejudices

3. Accepts the feelings and behaviors of others as meaningful whether or not they agree with the teacher's feelings

   UTEP-II-B-10
   FM-1-A*

4. Avoids favoritism among students

5. Provides an open, nonthreatening atmosphere in which the learner feels free to respond to questions and to ask questions

FM-18-B	PH -16	UTEP-I-D-7
TEM-V-3*	PH - 17	

4.00 Organizes and designs an instructional program for the learner

Performance Indicator

4.01 Identifies class and individual learner objectives

UTEP-I-C-2	UTEP-I-D-5	UTEP-II-B-10	FM-2-A*	PH-6
UTEP-I-C-4	UTEP-I-D-7	TEM-II-I*	FM-4-A	

4.02 Organizes instruction and learning activities around the stated objectives

UTEP-I-C-3	TEM-IV-2*	PH-10
TEM-II-1*	PH-7	PH-13

4.03 Employs a variety of evaluative techniques to determine progress toward attaining objectives (such as criterion-referenced tests, standardized tests, etc.)

UTEP-I-B-2	UTEP-I-B-4	TEM-II-1*	TEM-V-2*	UTEP-I-B-1
UTEP-I-B-3	UTEP-II-B-12	TEM-V-1*	FM-2-A*	

* Module contains consumable materials

Generally Useful

UTEP-II-B-10 W-2
UTEP-II-B-12

Enabler

1. Provides learners with alternative materials and learning activities

   UTEP-I-D-5 FM-4-A
   UTEP-I-D-7

2. Utilizes remedial materials and activities throughout instruction

   UTEP-I-D-10 FM-4-A
   UTEP-I-E-4

3. Analyzes learner feedback to revise activities and plans

   UTEP-I-A-7 TEM-IV-4* TEM-V-1* W-22 PH-19
   UTEP-I-B-6 TEM-II-1* FM-4-A PH-11

4. Employs a variety of criteria by which learners can be grouped

   FM-4-A

5. Includes use of resource persons and special resource materials in lesson plans

   UTEP-I-C-3
   UTEP-I-E-4

6. Refers to catalogues, files, etc. to select materials

   UTEP-I-E-4
   TEM-II-5*

7. Obtains textbooks and other resource books (library, etc.) for use in the instructional program.

   UTEP-I-E-4
   TEM-II-5*

8. Procures language, math, science, social studies, etc. kits for use in the instructional program

   UTEP-I-D-10 TEM-11-5*
   UTEP-I-E-4

* Module contains consumable materials

9. Gathers and utilizes the various media for use in instructional program

UTEP-I-D-10 TEM-II-5* UTEP-I-E-3
UTEP-I-E-4

10. Plans field trips to extend learning opportunities

W-20 UTEP-I-D-9

11. Constructs visual aids for instructional program using all resources

UTEP-I-E-2

12. Orders paper, pencils, and other supplies needed for the instructional program

5.00 Employs a variety of teaching techniques as appropriate to the instructional situation

Performance
Indicator

5.01 Uses appropriate instructional techniques to include a wide variety of individualized instruction, programmed instruction, games, and simulation experiences

UTEP-I-C-3 UTEP-I-D-6 PH -15 TEP-B-2 W-85
UTEP-I-D-5 UTEP-I-D-7 FM-18-D W-82

5.02 Employs both lower and higher order questioning techniques

UTEP-I-A-4 M-Questioning (elementary level) O-Better Questions
TEM-V-4* M-Questioning (higher order) P-Questioning
P-Clarity

5.03 Is able to select from a repertory of teaching models one which is appropriate to the teaching/learning situation

UTEP-I-D-2
UTEP-I-D-3

Generally Useful

UTEP-I-D-1 UTEP-II-B-12 W-81
UTEP-II-B-10 W-84

Enabler

1. Uses flexible large and small group work for instructional purposes

FM-18-A P-Group Process
FM-18-C

* Module contains consumable materials

2. Encourages students to help each other in learning activities

   UTEP-I-D-6 P-Encouragement P-Using Student Ideas P-Extension

3. Keeps physical facilities flexible for different instructional experiences

   TEM-IV-2*

4. Uses learning centers when appropriate

   UTEP-I-E-4

5. Places materials in locations that are accesible to the learner

   UTEP-I-D-7

6. Provides opportunities and materials for students' self-instruction and enrichment

   UTEP-I-D-10 TEM-IV-1*
   TEM-IV-2*

7. Encourages students to identify and manage routine tasks themselves and to monitor their own task completion.

   UTEP-I-D-7

8. Plans for and encourages students to use the library

   UTEP-I-D-7
   UTEP-I-E-4

9. Encourages student projects

   UTEP-I-D-7 UTEP-I-D-5
   UTEP-I-D-6

10. Provides opportunity for students to learn and practice logical thought processes

    UTEP-I-D-5 UTEP-I-D-7 TEM-IV-1*
    UTEP-I-D-6 TEM-V-5* TEM-V-4*

11. Practices the use of several teaching models

    UTEP-I-D-2
    UTEP-I-D-3

* Module contains consumable materials

6.00 Demonstrates Professionalism

Performance Indicator

6.01 Demonstrates knowledge of the content area taught and is able to relate this knowledge to students

6.02 Seeks to improve professional competence

6.03 Works effectively with administrators, peer teachers, para-professionals and parents.

TEP-A	FM-19-B	FM-20-A*
FM-19-A*	FM-19-C	W-84

Generally Useful

Wiegand-7

Enabler

1. Relates particular content area to entire school curriculum

2. Understanding the scope and sequence of particular content areas is is evidenced in both daily and long range planning

   UTEP-I-C-1 UTEP-I-C-3

3. Utilizes sources of current professional knowledge to update teaching skills

   FM-8-A
   FM-8-B

4. Evaluates teaching procedures with a view toward self-improvement

   FM-1-A*
   TEM-VIII-1

5. Video tapes teaching activities in order to analyze aspects of teaching style

   FM-9-C UTEP-I-E-11 UTEP-I-E-12

6. Utilizes coded instruments to analyze classroom interaction

7. Utilizes audio recordings of lessons to study questioning procedures and other verbal interaction

   FM-19-C Minicourse on Questioning (higher and lower order)

8. Observes peer teachers during their instructional activities

   FM-19-A

* Module contains consumable materials

9. Devises a plan of professional growth and works toward its attainment

10. Asks peers and supervisors to evaluate teaching procedures and materials

FM-19-A* FM-20-A*
FM-19-C

11. Participates in faculty and school system meetings

FM-8-A
FM-8-B

12. Attends inservice training sessions and professional conferences

FM-8-A
FM-8-B

13. Explains school program to parents and other interested parties

FM-9-A*

14. Confers with parents in order to interpret progress of child

FM-9-A*

15. Accepts "out of class" responsibilities and assignments

FM-9-A*

* Module contains consumable materials

APPENDIX E

EVALUATION FORM

EVALUATION FORM

Name _____ Student Number _____

School _____

I. Competency area(s) addressed:

II. Observation of all indicators appropriate to the addressed competency(s):
(List indicators and dates of observations.)

III. Titles of modules and/or activities completed:

IV. Level of Competence attained:

_____Mastery (Achieved the expected criterion level of performance.)

_____Superior (Achieved at a higher level than was stated in the criterion level of performance.)

Comments:

V. Course credit is awarded for _____
(Course Number)

by _____ _____
(Instructor) (Date)